



# Transition Procedures

## September 2022

## **Transition Procedures- Rationale**

Effective and well-planned transition enables children to feel safe and secure, parents to build confidence and trust with key members of their new school family and teachers to begin the process of building sustainable relationships with all families in order to ensure children make good progress during their time at school. A strong transition process with clear procedures and policy followed by all members of staff helps to ensure no child is overlooked, whatever stage they may start their school life at Evergreen Primary Academy.

Parental understanding of, and engagement with, the transition process is essential. Parents are their child's first teacher and as such effective communication is an important aspect of good transition. Communication at every level - child, parent, class teacher, school leadership - enables parents to understand the systems in place and the rationale behind them, and effectively engage with the process.

Good transition supports good learning, and effective transition processes year after year will enable children to build the confidence and resilience necessary to becoming life-long learners. It is important that all adults (school and home) have consistent and appropriate expectations of the children at each transition point. This consistency will aid children as they adapt to new environments, be it for the first time as they start school or as they near the end of their primary journey in Year 6.

Carefully planned transition processes should help to ensure children view education as a positive experience. It should support the stability of children's attainment as they transition between year groups. Good transition should help to eliminate, and certainly reduce, any 'learning dip' sometimes seen in September, perceived by many to be caused by the long summer holiday. With good transition processes in place, teachers will be quick to assess children accurately and begin to move them on in their learning journey, resulting in rapid and sustained progress.

Where there may be concerns, effective transition processes will enable teachers to work closely together with a range of staff (previous teacher, new teacher & SENCo etc) to identify these children at risk and quickly put into place rapid and effective intervention to close the gap.

## **Transition Procedures – Aims**

### ***1. Effective Communication***

To ensure there is effective and professional dialogue between teachers on each side of the transition process.

### ***2. Parental Involvement***

To ensure home/school communication channels are strong and parental engagement is high.

### ***3. Continuity and Progression***

To ensure there is secure continuity and monitored progression in order to maximise learning potential.

### ***4. Induction***

To ensure there is a clear and consistent induction process in place in order to enable a smooth transition for all children as they move through the school.

## **Children new to the school**

**In order to ensure we are meeting these aims we:**

- Make early contact with parents new to school - as soon as BCC confirm transfer information.
- The meeting will give a comprehensive guide to starting at EPA (including information about school registration, data protection, EPA procedure, school dinners including FSM, school uniform) so that parents have all the information they need.
- Offer all children and parents the chance to visit the school, look around and meet their teacher prior to starting. They can also spend time in the classroom.
- Parents of children starting reception are invited to a parent meeting in the half term before they start. The meeting clearly outlines the social, emotional and academic expectations of each year.
- Parents of children in EYFS, or those with additional needs, are able to request a home visit.
- Children attending other pre-schools are visited in their setting before starting Reception.
- Children in EYFS attend group visits in the term before they start and one to one parent meetings at school the week before they start. These are opportunities for parents to talk to the class teacher and child to visit class and meet staff.
- Children new to school (EYFS) have staggered and flexible start dates and ideally wherever possible attend part time in first few weeks.
- Children new to school (KS1/KS2) who are New to English (NtE) are offered a start date which allows them to start at the start of a block induction period to learn survival English.

- Vulnerable year groups (e.g. Reception/Year 1) work together to discuss children's attainment and emotional needs.
- Joint team meetings for transition take place in term 6
- Ongoing joint phase meetings and staff INSET for moderation (especially Reading, Writing, Maths).
- Where appropriate, moderation meetings attended by current teacher and feeder teacher.
- Whole school swap afternoon – new classes meet their new teachers and parents are informed of their child's new class teacher by mid Term 6
- All teachers engage in professional dialogue during handover transition meetings and all relevant summative assessments and next steps are passed onto new class teacher. Strengths and weaknesses of the whole cohort and individual children are discussed. SEND need is also discussed in this meeting.
- Wherever possible, Term 6 Core Team meetings are attended by old teacher and new teacher.
- All books are passed up to the new teacher
- Best/favourite piece of writing stuck at the front of child's new 'I am a Writer' book
- 'Meet the Teacher' after school early Autumn term so that parents have the chance to meet new teachers and understand expectations
- School SENCo/ Family Support Worker involved at the earliest opportunity to support vulnerable children and families.

## **Nursery to Reception**

- 'Starting School' School Tour offered by Principal or Vice Principal prior to applications – Term 1 & 2
- Parent Meeting and school tour in Term 6
- Stay and play sessions in Term 6
- Home visit if requested
- Previous teacher/new teacher professional conversation (in person, by telephone or e-mail)
- EYFS assessment, class teacher reports and learning journals passed on
- EYFS staff member visits current pre-school setting where possible
- Not attending Nursery – parents telephoned and offered a teacher meeting
- Week one – child/parent 1-1 visit and small group stay and play for one day 9-10:30am
- Week two – all children in until 10am for Monday and Tuesday, until 11am for Wednesday and until 12:30pm for Thursday and Friday.
- Week three – full time (should any child need to remain part-time discussion to be held with parents/teachers)
- Starting School - Deferrals - Parents can choose to defer their child's school place until the term after they turn five. If any parent wishes to defer their child's start at EPA, they must make contact with the school in order to discuss this further
- Children with SEND have bespoke transition plan – see SEND transition section.

## **Reception to Year One**

- Year One teachers to observe learning in Reception (maths and literacy)
- Year One teachers to make regular drop-in and story visits to Reception classes
- LSA to undertake any benchmarking
- Whole school swap afternoon
- Parent Meeting – What to expect in Year One, late July, after school
- Joint team meeting EYFS/KS1 moderation
- Previous teacher/new teacher professional conversation, notes shared with Phase Leader
- Where possible, joint Summer Core Team Meetings
- EYFSP results, class teacher reports, learning journals and writing books passed on
- 'Meet the teacher' drop in, early September, after school
- SENCo to be closely involved with transition of vulnerable children
- Continued ongoing support throughout Autumn term
- Curriculum in the afternoon to have a key focus on social skills and interactions. Opportunities to develop language and reengage with Evergreen Citizenship. A slightly longer focus through term 1 on play-based activities in the afternoon with focus groups working with Teacher
- Graduated transition timetable in place for mornings and afternoons throughout term one to enable an access to the year 1 curriculum, beginning with some small group work and continuous provision and building up to whole-class throughout the term.

## **Year One to Year Two**

- Whole school swap afternoon
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer Core Team Meeting
- 'Meet the Teacher' drop in, early September, after school
- Year 2 teachers should be aware of EYFS results alongside Year 1 attainment including phonics
- Y1 teachers to complete final phonic assessments, in close consultation with Reading lead in order to quality assure and moderate results.
- SENCo closely involved in order to ensure transition of vulnerable children is managed well and to ensure children with SEND are clearly identified and flagged up with new teachers.
- Phonics to be re taught at phase 5 -to recap

## **Year Two to Year Three**

- Year 3 teacher visits year 2 Literacy/Maths lessons Term 6
- Whole school swap afternoon
- *Parent Meeting or booklet – 'What to Expect in Key Stage Two', late July, children to contribute*
- Previous teacher/new teacher professional conversation
- KS1/KS2 joint team meeting moderation with Literacy Team
- Y2/Y3 class teacher moderation– selection of children KS1 and Y3.
- SENCo to devise transition programme for vulnerable children
- Where possible, joint Summer Core Team Meeting
- 'Meet the Teacher' drop in, early September, after school

## **Year Three to Year Four**

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer Core Team Meeting
- 'Meet the teacher' drop in, early September, after school

## **Year Four to Year Five**

- Whole school swap afternoon
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer Core Team Meeting
- 'Meet the Teacher' drop in, early September, after school

## **Year Five to Year Six**

- Whole school swap afternoon
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer Core Team Meeting
- Children sit year 6 SATS paper in the summer term (reading and maths) to set targets/booster sessions
- Meet the teacher drop in, early September, after school
- SATs parent meeting Term 2
- Transition to secondary school- applications support Term 1

## **Year Six to Year Seven**

- Year 7 transition leads at secondary school make contact with EPA
- Data Manager is lead liaison between schools
- Secondary transition leads meet with class teacher to exchange information, including teacher assessment levels
- Can implement extra transition sessions by request and CLF may offer extra transition for vulnerable children
- Secondary transition leads meet with children
- Secondary School runs information sessions/meetings for parents
- Secondary School visit days as per schools
- RHSE sessions planned in class
- Y6/Y7 transition with office – exchange of info re any changes about secondary school,
- Transfer data via CTF file, date given by BCC for electronic transfer
- CPOMs data transferred over
- Specific safeguarding concerns discussed between DSLs
- Prepare for increased homework expectation
- Responsibility for belongings – pencil case and personal stationery in Y6
- Practice reading sample timetables from destination secondary schools
- Organise a secondary teacher coming to deliver a lesson in summer term
- Community walk at destination secondaries – identify safe places and transport spots

## **Transition In Year: New Starters**

### **EYFS – Reception**

- Email from BCC considered for place
- Via admissions committee via encrypted email, response yes/no
- Yes – BCC inform family
- Family asked to contact the school to agree transition process.
- Send out in year reception letter and starter pack and invite to school to meet teacher at a convenient time.
- Parent and child one-to-one meeting with class teacher at school - complete 'starting school questionnaire', arrange classroom visit/s and home visits if necessary and agree start date (soft start, half day, lunch as required)
- Induction checklist completed – see appendix

### **KS1/KS2**

- BCC email school, school gives start date to BCC, BCC contact parents advising them to contact school.
- School make contact with parent sending welcome packs sent and registration forms must be handed to office before visit day.
- Offer tour of school and opportunity to meet the teacher – liaise with Principal/ Office Staff.
- Arrive 8.40am through the office first day, class teacher meets and escorts to classroom.
- Baseline assessments undertaken by class teacher in first week – reading, writing, maths.
- Pupil files transfer - data Manager contacts/chases school for info.
- Also see starters check list.
- Induction checklist completed – see appendix

### **Transition In Year: Leavers**

- All school books, and other information including all written reports, to be made available for possible transfer to new school
- CTF file transfer managed by office
- DSL to advise new school of any safeguarding concerns
- SENCo to advise new school of any SEND
- 'Good bye' card produced by class

### **New Arrivals induction checklist**





## New Arrivals Induction Procedure (Admin Team)



Who	Task
SD	<b>Prior to start day:</b> Set up pupil folder with a tick list insert and relevant paperwork prior to offer of a place.
SD	Contact previous school to check for any special needs or safeguarding concerns. Alert EW or JV to speak to school if there are concerns. <b>If necessary, postpone start date so that more information can be gathered.</b> Check with JS, KC and EW before firm offer of place.
SD/AT	School office staff arrange a date for parent/carer to meet EW for parent interview. If necessary, SD arrange interpreting support for the meeting. Parents may bring friends or family members to help them.
EW / SD / AC / interpreter	Conduct parent interview on agreed date. <ul style="list-style-type: none"> <li>Complete admissions form and <a href="#">EAL pupil profile</a></li> <li>Provide further information on the <a href="#">UK school system</a> (translated information available)</li> <li>Provide parent <a href="#">welcome pack</a> (in first language if possible)</li> <li>Provide <a href="#">support pack</a> on how to help students with learning at home</li> <li>Provide ways to practice <a href="#">English at home</a></li> </ul>
SD	Take pupil and family on tour of the school - explain classroom policies <a href="#">e.g.</a> standing up to speak, gem powers as rewards. Use a bilingual pupil volunteer if available to help with the tour. Introduce child to class teacher and any other relevant staff. Arrange a <b>START DATE</b> .
KC/TD/AC	Add pupil to class data sheets, Purple Mash and <del>TT Rockstars</del> . Inform class teacher of pupil's start date and give pupil profile to LSA / teacher and teacher classroom <a href="#">check list</a>
CT / LSA	Prepare new drawer & coat peg labels, label books. Prepare <a href="#">resources</a> for first week
CT	Class teacher to discuss arrival of new pupil with class and practice pronouncing name correctly. Use <a href="#">Newbury Park language of the month</a> to teach some key phrases to the class (flash no longer supported being updated) OR <a href="#">omniglot.com</a> Use <a href="#">Googleearth</a> to discuss the new pupil's country of origin with the class
SD	Take photo of new child and put on board in staff room and KS2 corridor welcome board. Include first name, <a href="#">language</a> and class.
CT/LSA	<b>Start day:</b> Give new arrival induction pack to pupil for home and in class. Greet child in 1 <sup>st</sup> <a href="#">language</a> ( <a href="#">omniglot.com</a> )
CT buddies	Buddies to show new pupils around the school on the first day. Buddies support at playtimes and lunchtimes.
AC / LSA	Schedule a time to do 'Getting to know you' and how to use google translate activities in first few days ( <a href="#">e.g.</a> play a board game, play with some of the playground equipment, there are also some ideas in the New arrivals folder)
EW/JV/SD	Ensure that paperwork is sent from previous school. SEN records pass to EW. Safeguarding records pass to EW then JV to read and file. EW/JV to pass on relevant information to relevant staff.

## Pupils with SEND

Special Educational Needs and Disability Code of Practice 2014 says that a child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

#### **Transition into EPA for pupils with SEND:**

Transition should be seen as a process which involves parents/carers, child, setting and receiving setting. (EYFS 2008)

A child's transition from home to our school setting or from a setting to school can be an anxious time, particularly if there are additional needs with regard to their development of speech and language and communication, health and physical needs or general development.

We recognise that periods of change can be made less daunting if parents' and carers' views are respected and they feel that they have made a suitable contribution to what will happen when their child moves to a new setting. To aid this transition, the following will happen:

- During a child's time in a preschool setting, it is expected that the setting Special Educational Need Coordinator (SENCo) and the child's key person will have had regular meetings with parents or carers for discussion and to facilitate liaison with other professionals.
- As preparation for transferring to EPA, a transition meeting for parents with the SENCo at EPA and, when appropriate, other professionals supporting the child should be arranged. The transition meeting is a partnership between parents/carers, preschool setting and school. A plan is written up.
- Outside agency reports and records such as completed and current SEN Support Plans are an important addition to the Early Years Transfer Record and should be passed to the school or new setting when the child leaves.
- Medical care plans and any relevant adjustments should be discussed at the transition meeting.
- Some children with additional needs may require extra visits to their new school prior to the term before starting. These can be arranged during the transition meeting at the school as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition.
- The transition to EPA may require a part-time timetable which will be agreed between EPA and the parent/carer.
- A visual transition book will be made in conjunction with the child, parent/carer and EPA, which will include important locations in the school, key adults and pictures of the child in certain parts of the school, following their visit.

#### **Transition timeline for EYFS pupils with SEND**

The routines and processes in place that support all transitions must be flexible to ensure the needs of individual children and their families are met. Where possible, children will need time to become familiar with their new surroundings, at their own pace and with support from their key person.

12 Months preceding transfer to school					
Transition planning is a continuous and evolving process and can be adapted to meet the needs of the individual child. Many activities such as joint meetings between settings, childminders and school staff can be on-going throughout the year. Similarly it is good practice for joint events such as outings or picnics to happen throughout the year. The dates in the boxes are suggestions that may need to be adjusted.					
Autumn 1 September-October (Prior starting school)	Autumn 2 November-December	Spring 1 January-February	Spring 2 March-April	Summer 1 and 2 May-July	Autumn 1 September - October (Starting school)
Allow for settling in period in setting.  Review transition process re: children who have just started.	Continue to establish close links with main feeder setting/school.		Schools and settings to start arranging transition plan meetings for children with additional needs.	School staff to visit Early Years settings. Complete the Early Years paperwork in transition pack; share this with parents. Induction visits to school with parents/carers and/or with setting staff. Early Years summary/transfer form sent to school. Add extra transition visits for late notice families.	Allow settling in period, evaluate process.

An individual transition plan will need to be completed for each child transitioning to EPA with SEND (see appendix)

### Transition for pupils with SEND, between year groups at EPA:

Changing year group and teacher can also be unsettling for any child, and particularly more so for a child with SEND. In order to make a smooth transition between year group and teacher at EPA, the following takes place:

- A 'getting to know you' session takes place between the teacher and the pupil
- A meeting takes place with the parent, teacher and SENDCo
- A meeting takes place between the previous teacher, new teacher and SENDCo

### Transition for Looked After Children

A child is defined as being "looked after" by a Local Authority if he or she is in their care or is provided with accommodation for a continuous period of more than 24 hours by the authority.

There are four main groups:

1. Children who are accommodated under a voluntary agreement with their Parents, there is no court proceedings and the parents retain parental responsibility. (Section 20)
2. Children who are subject to a care order (Section 31) or interim care order (Section 38). This is made if the court thinks a child is likely to suffer significant harm. A care order gives shared parental responsibility between the Local Authority and the parents.

3. Children who are the subject of emergency orders for the protection of the child (Sections 44 and 46).

4. Children who are compulsorily accommodated, including children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (Section 21).

Under section 22 (3A) of the Children Act 1989, local authorities have a duty to promote and monitor the educational achievement of Looked After Children (LAC).

Section 99 of the Children and Families Act 2014 imposes a requirement for an officer to be appointed to discharge this duty, sometimes referred to as a 'Virtual School Headteacher'. As Looked After Children can have a number of care placements they may, as a result, have more changes in education placements.

It is important that extra vigilance is given to any issues in development so that these can be identified and an early intervention provided to ensure potential is maximised.

Where transitions occur, the Virtual School should be consulted to avoid choosing a school that is unlikely to meet the child's needs. Looked After Children are given the highest priority within school admission arrangements.

To make sure a smooth transition to EPA, there may need to be an enhanced programme of visits provided to enable the child to make new attachments with staff and become comfortable in the new provision.

EPA has a coordinator (the SENCo) who is responsible for Looked After Children and acts as the main contact for social workers, carers and any other professionals involved whilst the child is at EPA.

We see a good transition as involving the following:

- sharing of information between the child's previous provision and EPA
- ensuring the child visits the school and meets the key adults
- providing the child with a transition day
- agreeing a timetable for transition, which, under certain circumstances, may be part time.

All Looked After Children aged 2+, who attend an educational provision, are required to have a Personal Education Plan (PEP) which records both care planning information as well as educational next steps to ensure appropriate progress is made.

A Personal Education Plan (PEP) is drawn up in a meeting including the child, parents/carers and all relevant professionals and reviewed regularly.

## **Equality, Diversity and Inclusion**

Children and parents are actively involved in all transition processes that take place while at EPA and their perceptions about transition are explored and valued.

Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils

At EPA we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.