



Kesh Primary School and Community Nursery

Transition Policy



Ratified by Board of Governors in: October 2023	Signed: Chairman of Board of Governors
Next Review: October 2025	Signed: Principal

Kesh Primary School and Community Nursery - Transition Policy

In Kesh Primary School and Community Nursery we are fully committed to the welfare of each child. Care and attention are given to each stage of the child's transition in Kesh, through his or her seven years 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 Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour.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 in Kesh Primary School and Community Nursery and beyond
- Prevent and alleviate stress
- Promote continuity of teaching and learning

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 will be shared on a 'need to know' basis

Policy statement

In Kesh Primary School and Community Nursery we organise transitions around the needs of the individual 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.

We want children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

All school staff are responsible for ensuring the Transition Policy becomes effective practice. Key personnel will be required to reflect on the transition practice as part of the setting self-evaluation process on an annual basis. Meeting with the children in their pre-school settings, in our nursery or in the home setting, if requested, ensures we get to know something of each child's strengths and interests, as well as instances whereby the child is receiving support from external agencies e.g., Trust Speech and Language, Educational Psychology etc. This questionnaire has also proved very useful in identifying medical needs e.g., hearing/vision/allergies, ensuring staff are well equipped to deal with that child's entry and have suitable measures put in place beforehand. We continue to build on our well-established strong relationships with our local health visitor, Speech, and Language Department, Sure Start and Educational Psychology as well as other professionals to make it easier to access help and support for children who have identified additional needs as they enter our setting.

Transition from home into Kesh Community Nursery

We value the parent as the first educator of their child.

We invite parents to supply information about their child and family e.g., brothers and sisters, pets - these feed into individual 'learning journeys'. These help the staff to help each child to keep home in mind and show families that we value them in our setting.

Parents are welcome to come and visit our setting at any time and are encouraged to stay with their child in their early days until he/she is happy to stay alone.

We have a clear welcome procedure

We use pre-start visits where each child is invited in for play and stay sessions and is provided with a Welcome booklet with pictures of the nursery staff, the classroom and a copy of their name label which is used for their coats and registration in September - this has proved incredibly successful to date.

Key staff will go out to meet the children in their playschool/childcare setting and offers children who are not in a pre-nursery setting the opportunity to come for one-to-one meetings with her in the nursery or she will visit them in their home if the parent is happy

with that. This helps build up a relationship in areas in which the child is comfortable and unthreatened.

We collect essential information through the questionnaire to include the child's needs, likes, dislikes, routines, and development including seeking parental permission to contact/work with other professionals working with the child before entry to ensure the setting is ready to meet his/her physical, emotional, social, and learning needs.

This helps ensure that all staff have a clear understanding of the emotional needs of the child and enables them to match the home routine of the child within our setting, wherever possible.

We create an environment in our setting that reflects the needs and interests of the child

We use boards to display information about what happens in the setting, and we use photographs of children at play to effectively engage with parents. We also have a series of photo books documenting special occasions, trips, visits, celebrations, and everyday life in our setting available for families to look through in our cloakroom area.

We allocate all children with a coat peg and pigeonhole, identified by their name alongside a photograph.

Transition from Pre-School into Year 1

Kesh Community Nursery aims to maintain good relationships built on professional respect with all local primary schools, however our main contact would be our primary school on the same site.

We make regular visits to the main school building to join in celebrations/events e.g., Christmas dinner, special assemblies, visiting various classrooms to hear stories or take messages to the kitchens on snack days etc.

Staff from feeder schools/Kesh Primary School are invited to visit the child within our setting during the summer term prior to transition, to help make them aware of the likely needs of each child.

Written information is shared with the school via the parents and carers.

We organise (if necessary) and attend a 'transition meeting' for those children with identified additional needs, with the support of our Learning Support Coordinator. Parents and carers, staff from feeder schools and key persons are invited, alongside any other relevant professionals where required, to ensure the child's needs can be met in school.

All children receive a Transition report, identifying key information about the child's progress in all six curricular areas. This is then shared with the feeder schools along with an extra information sheet, with parental permission, specifying any extra support/referrals alongside copies of their PLPs.

Kesh Community Nursery uses Seesaw as a communication tool over the summer to share videos, photographs etc. to help the children become familiar with the setting, staff members and their prospective classmates. We also post welcome videos on Seesaw the day before a child is due to start.

Transition into Year 1

In Kesh Primary School we work closely with Kesh Community Nursery and the local pre-schools to ensure that we have detailed information about the children prior to them starting school. The Year 1 teachers meet with the Nursery/pre-school settings in the summer term prior to the children starting school. The Year 1 teachers observe all the children in their pre-school settings, and we invite the children to join us for six sessions in the summer term.

The teachers also meet with the Nursery/pre-school teachers to discuss the end of year data within a Pupil Progress Meeting to ensure a smooth transition into Year 1.

Class to Class

Throughout the child's time at Kesh 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.'
- Teachers meet in summer term to discuss individual children in new classes.
- KS2 classes link with FS/KS1 classes, pupils to buddy up at lunch time
- All key stages are mixed during lunchtimes to encourage relationships and build a happy rapport throughout classes.
- Class behaviour and expectations set by class teacher immediately in September.
- Open Afternoons visit in June (Foundation Stage) with pupil and parents / carers to meet new teacher informally.
- 'Meet the Teacher' Information Evening held in September to introduce expectations of each key stage and curriculum expectations.
- The production of a Transition Booklet for incoming Year 1 children. These consist of photographs of their new class teacher and several images of their new environment. These are produced in readiness for the summer holidays so that these children have access to them over the long summer break.
- Year 7 complete an 'Are You Wise' booklet addressing the transition to secondary school. Activities include on-line research about their secondary school, expectations and concerns about the transition and looking at the differences to their daily routines and areas of learning.

Transfer of records:

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

- The most recent pupil profile
- Individual Assessment record
- Behaviour records e.g., risk assessments and Behaviour Support Plans (where necessary)
- Current attainment groupings/class tracking/class targets
- SEN information

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 'Parents / Carers' Pack' with information about the school.
- Where appropriate new children are assessed quickly by class teacher and / or LSC
- A 'buddy' identified by class teacher to help the new child to integrate
- Records from previous school made available to class teacher and LSC if appropriate.

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

- Year 6 pupils are offered Taster days at local secondary schools.
- Year 6 Parents / carers and children are encouraged to attend Open Days and Evenings.
- Year 6 Parent consultations in summer term for parents / carers on secondary school choices (with focus on grammar school selection procedures).
- Year 7 Parents' / carers' evening held in September to discuss secondary school application procedure.
- Representatives from the secondary school come into school to have a discussion with Year 7 children and promote their educational establishment. (2nd term)
- Scripture Union (NI) complete 3 'It's your move' lessons. These address issues including worries, changes, and expectations about the transition to secondary school.
- One day visits for pupils to new secondary school, usually held in June.
- Some schools offer additional visits for identified pupils.
- Most secondary schools offer a formal meeting between the Year 7 teacher and the Year 8 tutor of receiving secondary school to discuss pupils. They also have an informal introduction to their prospective pupils.
- Year 7 teacher completes a profile of assessment and transition needs for each child to pass onto secondary school.
- Transfer of pupil records to secondary school.

Equal Opportunities

We recognise that for some children, transition may be a stressful period 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.