

# Waterthorpe Nursery Infant School



## Transition Policy

October 2017

Approved by:

**Steering Committee**

Date:

**12/10/17**

Next Review Date:

**Autumn 2020**

## **TRANSITION POLICY**

Waterthorpe Nursery Infant School is a Community Infant School educating children from 3 to 7 years. Children enter Waterthorpe, in the Nursery, at the beginning of the term after they are three, or in the school at the beginning of the year after they are 4 (start-date may be dependent on parental choice ~ see later in policy).

Transition concerns children experiencing change at all stages in their educational life. Programmes have been prepared to assist children in the following stages:

- (1) Entry to Foundation Stage 1 (F1)
- (2) Foundation Stage 1 to Foundation Stage 2 (F2)
- (3) Waterthorpe Nursery Infant School to Emmanuel Junior School
- (4) Class to class within the school
- (5) Changing school mid phase

### **Aims of transition programmes**

- 1) Enable children to become familiar with different environments without feeling pressured.
- 2) Provide the Junior School with relevant information that may be useful for future planning and support the development needs of the child.
- 3) Liaise with the staff within each class/key stage and make sure the parents are aware of the procedures.
- 4) Provide the new staff with responsibility for children with records regarding Special Educational Needs and Disabilities (SEND) and safeguarding issues.

### **From home to Nursery/Foundation 1 (F1)**

We invite all parents and children to attend a pre-nursery group prior to admission. The staff are able to spend time with parents, sharing information, policy and practice. The children have the opportunity to play and investigate and to become familiar with the nursery environment, thus helping to develop their confidence before admission. An individual meeting with parents to discuss the child's interests, strengths or concerns, before a carefully planned and individual transition programme enables the child to settle in to nursery routines and expectations as quickly as possible follows this.

### **From home or other settings to Reception/Foundation 2 (F2)**

Before transition, from Nursery or home, to Reception takes place all children receive a "Hello" booklet written by Reception children giving their views about school. All parents are invited to look around school during the summer term. Children from other settings are invited to attend a play session with parent, carers or close relative during the summer term.

Sometimes F2 teachers will visit children in their F1 setting as appropriate.

### **From Nursery/Foundation 1 (F1) to Reception/Foundation 2 (F2)**

Nursery and Reception staff meet to arrange the transition for each intake. Nursery staff explain the transition arrangements to parents prior to the programme starting. All F2 staff visit Nursery during the summer term in which the children start school. They meet the children in a familiar setting and join in their play. Several short visits are made allowing all the children to become familiar with the adults. Staff are able to observe children engaged in different activities in their familiar setting. This is followed by small groups of children, accompanied by F1 staff, visiting their classroom and familiarising themselves with the layout of the school. It is on these occasions that some of the routines are explained to the children e.g. where to hang your coat up, where to put your lunch box etc..

### **The Process of Transition from Year 2 to Year 3**

Leaders in both schools meet during autumn term to plan a programme of transition. Parents receive an information booklet covering the arrangements for transition.

During the summer term the Y2 children will join a Celebration Assembly in Emmanuel, followed by the Junior Headteacher leading an assembly in Waterthorpe. Year 3 teachers visit the children working in their own classes, and talk informally with them. The Junior School teachers also speak with the Year 2 teachers and receive relevant information including special needs and safeguarding issues. Parents will be informed of all these events in the transition booklet. Parents will also be invited to an Open Evening in Emmanuel in the autumn term to find out more about the school before completing their Junior School application. In the summer term a further meeting is held in the Junior School where parents can gain information and share any concerns.

The Year 2 children will then have the opportunity to spend some time in Emmanuel with their respective teachers. Occasionally extra visits will be made to see special events performed by the Junior School children.

Children with additional needs may make extra visits as required.

The Infant School teachers will group the Year 2 children into classes ready for the Junior school taking into account individual needs, friendship and special needs.

Appropriate, relevant records will be passed on to the Junior School. The Special Educational needs Co-ordinator (SENCO) and the Designated Safeguarding Lead (DSL) will meet with their Junior counterparts, in the summer term to pass on information and records.

### **Class to class within Waterthorpe Infant School**

Receiving staff are made aware of the individual needs and the group needs of the child, bearing in mind particularly the importance of maintaining each child within a “friendship group”, when regrouping children into different classes.

Records will be passed to the receiving class teacher at the end of the year.

Children have the opportunity to meet their new teacher in their new class before their new term begins and spend time in their new environment.

Parents are informed of their child’s new teacher in the summer term

In the autumn term staff meet to complete the transition documents between F1 and F2, and F2 and KS1. This will ensure all teachers are aware of children’s needs through transition.

### **Changing school mid phase/or at the end of Key Stage 1 to another school other than Emmanuel Junior School**

We reassure the children and talk about the positive aspects of change. Staff provide the new school with relevant information that will help the child to adjust to the change. We liaise with the parents and provide the relevant paperwork to ensure the child can be admitted to a new school. Support services are informed of the change should this be appropriate and provide the receiving school with all records. We will release children for parents to take them for any visits that the receiving school requires.

**Special Educational Needs and Disabilities (SEND)**

Children who have been identified as having SEND may need additional support when transferring from and to, Waterthorpe Nursery Infant School. Staff will liaise with all appropriate agencies and refer to the relevant policies to make individualised plans.

**Review**

The policy will be reviewed in Autumn 2020.

## Equality Impact Assessment Template

<b>Name of policy or project being assessed?</b>	<b>Date</b>
Transition Policy	3/10/17

<b>Priority Level</b>	
High	
Medium	
Low	<b>x</b>

<b>Lead Officer: Helen Stokes</b>
<b>Members of the assessment team: Helen Stokes &amp; Suzanne Marriott</b>
<b>Others involved in the assessment (peer review/external challenge): Steering Committee members</b>

<p><b>What are the aims of the policy or project?</b></p> <p>5) Enable children to become familiar with the school without feeling pressured.</p> <p>6) Provide the Junior School with relevant information that may be useful for future planning and support the development needs of the child.</p> <p>7) Liase with the Junior School and make sure the parents are aware of the procedures.</p> <p>8) Provide the Junior School with records regarding children with S.E.N. and child protection issues.</p>
<p><b>Who is the intended customer/service user of this project or policy?</b></p> <p><b>Pupils and staff</b></p>
<p><b>What are the desired outcomes from this project or policy?</b></p> <p><b>To ensure that there is a smooth process of transition for children when moving from one phase/stage to another</b></p>
<p><b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b></p> <p><b>All curriculum policies, inclusion, assessment, recording and reporting, monitoring and evaluation, Foundation Stage</b></p>

<b>What are the racial, disability and gender equality implications of the policy or project?</b>	
There are implications within this policy in relation to information sharing with parents, staff and other establishments, adaptations that may need to be made to assist the transition process and any positive action that may need to be taken	
<b>Does the policy or project have any significant positive impact for:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<b>YES</b> where positive action is applied e.g. through differentiation or the type of communication made with the parent/carer
<b>Does the policy or project have any significant adverse impact for:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<b>No</b>
<b>Do you have any evidence?</b>	
<b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b>	
<b>Action to take : When reviewing the policy to add a positive action statement with regard to the transition process for children or parents with a disability or with English as a second language.</b>	
<b>If you have indicated there is a negative impact, can it be justified?</b>	<b>YES</b> <input type="checkbox"/> <b>NO</b> <input checked="" type="checkbox"/>
<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</b>	<b>YES</b> <input type="checkbox"/> <b>NO</b> <input checked="" type="checkbox"/>
<b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b>	
<b>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</b>	

Signed (Person completing the form): 	Date: 3/10/17
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