BRANDESBURTON PRIMARY SCHOOL

TRANSITION POLICY

Introduction

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Brandesburton Primary School.

"Transition is a process, not an event"

Aims

We want our children to experience a smooth educational and emotional transition throughout their learning thus ensuring all children continue to make the very best progress.

Equal Opportunities and Inclusion

- Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

Principles

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

Practice

Transition from home or Pre-School to FS 1 (Nursery)

- Parents are invited to a 'New to Nursery' meeting which is used as an opportunity to introduce parents to staff.
- Parents receive an information pack.
- A 'My favourite things' sheet is given to all parents/children to complete in preparation for their first visit.
- Parents and children are invited to pre-setting visits.
- A class newsletter is handed out at the start of the autumn term and our website has lots of information for all parents.

Transition from FS 1 to FS 2 (Reception)

- Parents are invited to a 'New to FS2' meeting which is used as an opportunity to introduce parents to staff
- Parents receive an information pack
- Pupils new to FS2 receive a pre-setting visit.
- Parents and children new to the school are invited to visit in the summer term before they start.
- Children spend as much time as possible with their new teaching team.
- The final FS1 topic in the summer term explores issues of change.
- In the autumn term, the provision closely reflects summer term practice in FS 1.
- A class newsletter is handed out at the start of the autumn term and our website has lots of information for all parents.
- The FS staff are always available before and after school to chat to parents.
- The FS team stay with them at lunchtime for the first few weeks.

Transition from the Foundation Stage 2 to Year 1

- Parents and children new to the school visit the school, meet staff and receive an information pack.
- The year group visits the new classroom and meets the teaching team as much as possible during the summer term.
- During the spring and summer term pupils attend a greater number of whole school events.
- In the summer term the children complete an activity to be displayed in the Y 1 classroom at the start of the autumn term.
- In the autumn term, the provision closely reflects summer term practice in FS 2.
- Staff are available before and after school to chat to parents.
- A class newsletter is handed out at the start of the autumn term and our website has lots of information for all parents.
- Class charters and 'learning to learn' strategies are discussed in the first week.

Transition in subsequent Years (1 - 6)

- Parents and children new to the school visit the school, meet staff and receive an information pack.
- In the summer term, additional opportunities are created for shared activities and events in order to familiarise children with new routines.
- The cohort visits the new classroom and meets the teaching team as much as possible during the summer term.
- In the summer term the children complete an activity to be displayed in their new classroom at the start of the autumn term.
- A class newsletter is handed out at the start of the autumn term and our website has lots of information for all parents.
- Class charters and 'learning to learn' strategies are discussed in the first week.
- Staff are available before and after school to chat to parents.

- **In year admissions from FS 1 to Year 6**
- Parents and children new to the school visit the school to meet staff.
- Parents receive an information pack.
- Pupils attend school for a morning or afternoon
- Previous setting contacted for all pupils.
- Records from previous setting made available to class teacher and SENDCo.
- Children with SEND, SENDCo contacts previous setting and may visit to receive information.
- Children are given a buddy from within the class.
- Information is requested from the previous school requesting any safeguarding or child protection information via CPOMS.

Children leaving from FS 1 to Year 6

- All records are passed on promptly including safeguarding records.
- Children with SEND – information shared by phone or through a visit from the SENDCo
- Relevant child protection information is transferred on.

Transition from Year 6 to Year 7

Autumn of Year 6

- Children visit their secondary school open evenings.
- Children choose their secondary schools.

Summer of Year 6

- Children attend a secondary transfer day.
- Children work on a transition unit of work – and visit school to take part in a science and music event.
- A formal meeting takes place between the Y6 pupils and parents and the Y7 tutors
- SENDCo arranges extra visits for vulnerable children
- Class teacher and SENDCo meet staff of receiving secondary schools.
- SENDCo prepares SEND records for transfer.
- Class teachers and SENDCo meet staff of receiving secondary schools.
- End of year reports and SAT's results sent on to secondary schools.
- Common transfer files completed and sent to secondary schools.
- Relevant child protection files are transferred on CPOMS

Transfer of Information

- All assessments are passed on to the next teacher during the summer term.
- Time is allocated for staff to meet and 'hand over' information, and to discuss each child.
- Meetings are held with SEND, LAC and CP Designated Leaders as appropriate.

Equality, Diversity and Inclusion

Children are actively involved in all transition processes that take place.
Measures are taken to ensure pupils with learning or access difficulties experience similar ease of transfer as other pupils. 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.

Reviewed September 2025
To be reviewed September 2026