



Acorn
Education Trust

Great Wishford CEVA Primary School Transition Policy

| | |
|-----------------------|--------------|
| Person responsible | Debby Huxham |
| Approved by directors | |
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| For review | Reviewed | Signature |
|------------|-----------|--------------|
| July 2023 | Completed | Debby Huxham |
| July 2024 | | |
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| July 2027 | | |
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All policies are renewed annually. If no change then just signed. If an amendment or full change is required, this is recorded.

Introduction

This policy is designed to support all Early Years practitioners to prepare children for transition. Smooth transitions within the EYFS depend on a commitment from all professionals involved to develop positive communication links. In order to promote continuity for all children experiencing transitions between settings, it is important that there is a shared approach between all those professionals involved.

*transition – for the purpose of this document, refers to any changes in provider that a child may experience, in particular the transfer of children to school.

Aim

Key principles for good practice in supporting successful early years transitions

Unique Child

- Recognise that all children, can be vulnerable at times of change, particularly those with additional needs e.g. those with a Special Educational Need (SEND) or a child in care. Planning for these children will need additional, flexible support.
- Prepare the child for change. It is important that all children experience a positive transition. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment.

Positive Relationships

- Transitions can be eased by careful proactive planning, sharing of information and mutual visiting between parents, carers and professionals.
- Listen to and acknowledge the important role of parents and carers throughout this process.
- Work together. An essential element of an effective transition is for childminders, settings and schools to work together to establish a clear understanding of one another's aims, purpose and philosophy.
- Offer a range of opportunities for parents/carers to access information about the transition process, e.g. open days, information events, consultations, newsletters.

Enabling Environments

- Children cope better with transitions when conditions are similar, communication is encouraged, and the process of change takes place gradually over time.
- The emotions that come with change can be successfully handled by children when their new setting/school has a clear, welcoming procedure.

Children learn and develop in different ways and at different rates

- Ensure that consideration is given to the child's holistic needs. It is important to ensure that the continuity of children's experiences involves all aspects of their care and learning.

Guidelines for good practice

When preparing a child for school, it is important to remember that the preparation is not about assessing their academic skills. It is about helping them to develop positive self-esteem and confidence. A positive disposition will promote a child's readiness for school.

- Visiting the new setting or school plays an important part in dispelling fears of the unknown. Encouraging the child to use a digital or disposable camera on such visits can help to make the environment more familiar for the child. This supports a personalised approach and the autonomy can be very empowering for the child. The photographs can then be shared by the child and discussed in the security of a familiar setting.
- Where an individual child transfers to a new setting, for example after moving house, the principles of good practice remain the same. The setting should aim to offer the same positive transition experiences.
- Effective communication with parents and carers is crucial in ensuring a smooth transition; children may disclose their concerns at home. Staff and parent relationships need to be positive to ensure that this information is shared in order that the appropriate support is offered. Ideally parents, including fathers, should be involved in any planning as parents have a wealth of knowledge that professionals can draw on.
- The key person has a particular role to play in supporting and preparing the child for transition; particularly children who may experience feelings of sadness and resistance before leaving a setting, especially if they have been there for a very long time.
- Use stories to explore the new situations that the child will experience when they move. Stories, particularly open-ended ones, can empower a child to reason and problem solve independently.
- Acknowledge a child's relationships with both adults and children. Having friends in the same class may help children adjust to the demands of the new environment.
- Recognise that a child needs time to settle and that a period of regression is quite normal, for a child to stand and watch before joining in is quite usual and appropriate.
- Regular transition meetings between settings and schools enable important information to be shared and transition arrangements agreed.

Children Who Attend More Than One Setting

- Some children will attend more than one setting during the course of the day, for example a breakfast club, school, after school club and/or a childminder. For these children, it is vital that all practitioners work in partnership to exchange information.
- The Transfer Form should be completed by the setting where the child spends most of their time in collaboration with other provider Information. Other settings attended by the child may complete a Summary/Transfer Form should they wish to.

Children with Additional Needs

- The 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 them.

- '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 should be seen as a process which involves parents/carers, child, setting and receiving setting. (EYFS 2008) A child's transition from home to a preschool 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. 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.

- During a child's time in a preschool setting 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 school a transition meeting for parents with the SENCo at the school and, when appropriate, other professionals supporting the child should be arranged. The transition meeting is partnership between parents/carers, preschool setting and school.
- 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.
- A small number of children may have an Education, Health and Care (EHC) plan. This is usually where needs are complex and provides a written record of the special provision that must be put in place for the child.
- Staff should always proactively follow guidelines from the nurseries on what has been put in place for a child with SEND and has proven to work.

Looked After Child: Updated April 2022

Definitions

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 is achieved here 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. Each provision should have a coordinator responsible for Looked After Children who acts as the main contact for social workers, carers and any other professionals involved while the child is at their provision.

A good transition would involve a sharing of information between the two provision co-ordinators or the Designated Teacher in a school setting.

For more detailed information regarding moving educational provision refer to the following guidance documents on the Virtual School webpages: transition checklist and protocol for moves and absences.

They will 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. For more detailed information regarding the PEP process please consult the guidance documents.

You may have Looked After Children on your roll from more than one local authority. Each authority will have their own system for organising and recording this progress and their social workers or Personal Education Plan Co-ordinators will provide appropriate documentation.

Armed Forces Families (AFF)

- Provide an effective settling-in procedure for children from the community whose parents are in the Armed Forces.
- We all take our children's education seriously, but what sets the experience of an AFF child aside from that of his or her civilian friends? Another posting equals another new school.
- Service children can attend upwards of five different schools before the age of sixteen and past research has suggested that each move can put a child back six months. Children also have to cope with leaving friends behind and making new ones with each move.
- Service children can move between England, Scotland, Wales, Northern Ireland, SCE schools... even local schools overseas. Each area has its own system, meaning adjusting to changes in curriculum, ethos and sometimes even year group.
- It is not always easy for parents to choose a school for their child, or to get their child into the school of their choice if it is popular and oversubscribed. Admission worries and

appeals are an ongoing part of Service life.

- Service children are proportionally more likely to have Special Educational Needs and to require extra help in school. This is often the result of 'gaps' in their learning caused by moving schools. It is important that the time and resources spent waiting for and undergoing assessments in one school are carried over effectively when the child moves.
- Service children are often more adaptable and flexible than their civilian friends, having grown used to change and the broader view of the world that this has given them
- Educational experiences extend beyond the classroom and children from Army families can benefit from living overseas or in other parts of the UK. Heads and teachers often speak positively of the contribution AFF children make to their school communities.
- Equal Opportunities Continuity of support is important at times of transition. A Key Person is identified early to help this process and make contact with any other professionals who may be involved with the child and/or family. Transition Plans are completed for children with additional needs.
- At Great Wishford we are committed:
 - ✓ To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners.
 - ✓ To ensure information is shared between different settings in terms of children's development, learning records and any other information.
 - ✓ To ensure parents, children and practitioners have adequate information relating to transition.
 - ✓ To ensure the children settle quickly into their new setting or year group.

Transition process

Transition into Reception

1. Starts in T6 of previous year
2. Audit of transition process (Appendix 2)
3. Timetable events (Appendix 3)
4. Visit nurseries, if applicable. Nursery visit form (Appendix 5)
5. Stay and play sessions and meet the teacher session
6. Send out pupil registration pack
7. Extra stay and play visit for SEND children
8. Face to face meeting for Teachers and SENCo with parents of children with SEND and LAC
9. Primary SENCo contact nurseries for SEN files
10. Home visits, if applicable. Home visit form (Appendix 4)

Term 1

11. Staggered starts in Sept – the expected start will be the first week part time, then full time from week two.

For those already in nursery/YR class full time straight away, if applicable.

Transition into KS1

Term 6

Timetable the following:

1. Teacher meetings – to include data and personal information
2. Year 1 teacher visits EYFS class
3. Year 1 teacher- story times
4. Y6 visit EYFS for story times etc

Term 1

Year 1 provide short term reception style activities to aid settling.

Appendix 1

Great Wishford CEVA Primary School Pupil Registration

Details of Child

Date of Application:

| | |
|--|--|
| Surname: | Male/Female |
| Legal Surname: | Forenames: |
| Date of Birth: | Birth Certificate seen: YES/NO (office use only) |
| Pupil's Country of Birth: | Pupils Nationality: |
| Ethnicity: | Religion: |
| Pupil's National Identity (please circle): Welsh/English/Scottish/Irish/British/other: | |
| Languages spoken at home by child: | |
| Languages spoken at home by parents: | |
| Current address: | Email address: |
| Post code: | |
| Future address if known: | |
| Postcode: | |
| Admission number (office use only): | Admission date: |
| Is the child looked after by a Local Authority, e.g. fostered, in a residential home? YES/NO (please circle) | |
| Is the child attending any other Nursery establishment? YES/NO (please circle) | |
| Did the child receive 2-year-old finding? YES/NO (please circle) | |
| Is the child eligible for Free school meals? YES/NO/ NOT SURE (please circle) | |

Details of Parents/Guardians

| Name of applicant(s) | Relationship(s) to child | Parental responsibility:* | Address (if different from child) | Telephone | MoD (please circle) |
|----------------------|--------------------------|---------------------------|-----------------------------------|-----------|---------------------|
| | | YES/NO | | | YES/NO |
| | | YES/NO | | | YES/NO |

*When the child lives with someone other than their parent(s), the school needs details of those persons who have parental responsibility. This is always **the natural mother** and, where the parents were married at the time the child was born, **the natural father** also retains parental responsibility.

Details of other Children in Family

| Name | Date of Birth | School |
|------|---------------|--------|
| | | |
| | | |
| | | |
| | | |

Forces Personnel

Please tick the box if this is a service family

☐

Regiment **Previous**

School/Settings

| Name of school | Address of school | Date of leaving |
|----------------|-------------------|-----------------|
| | | |
| | | |

Emergency Contacts

These are very important to us. If your child becomes ill, we need to be able to contact you, or someone acting for you who can collect your child. Please give three emergency contact numbers. We suggest the telephone numbers of any place of work and one other emergency contact, perhaps a grandparent if they live close by. If you have no relatives in the area, then ask a friend, neighbour or childminder if they would act as an emergency contact. Very occasionally, a child needs urgent medical treatment, and then it is essential that the school or the hospital can get in touch with you.

| Name | Relationship to child | Can collect from Nursery?* | Telephone |
|------|-----------------------|----------------------------|-----------|
| | | | |
| | | | |
| | | | |

* Please note, if you plan to have someone other than yourself collect your child from Nursery. Please notify the staff members at the beginning of the day to establish who, and create a password!

Travel

| | | | | |
|-------------------|------|---------|-----|------------------|
| Travel to school: | Walk | Bicycle | Car | Public Transport |
|-------------------|------|---------|-----|------------------|

*Please to circle as appropriate

Preferred Hours

| | | M | T | W | Th | F* |
|------------------|--|---|---|---|----|----|
| Am session | | | | | | |
| Pm session | | | | | | |
| Full Day session | | | | | | |

Please note:

- ✓ The hours you have requested are not guaranteed and are subject to current availability. This will be discussed and confirmed with Nursery Staff at a later date.

What date do you wish your child to start? _____

Consent

| | I give permission for Great Wishford CEVA Primary School to: | Yes | No |
|-------------|---|------------|-----------|
| Care | Apply sun cream (provided by parent/carer) to my child. | | |
| | Apply nappy rash cream where necessary during nappy changes. | | |
| Out & About | Take my child on outings around the school and grounds. | | |
| | Take my child on outings around the school community. E.g. To the shop, Church or for a walk. (further letters and advance notification of this would be provided) | | |
| Photographs | Take photographs for my child's learning journal. | | |
| | Take photographs with my child and their peers at nursery. | | |
| | Use photographs of my child for internal displays. | | |
| | Use my child's photographs on the school website/Facebook page. | | |
| | Use my child's photograph for media. (E.g. in Newspaper). | | |
| | On occasion, your child may be in the background of a photograph which appears in another child's journal. Please tick NO if this is not acceptable. | | |

Signature _____ Date _____

Medical

| | |
|---|--------|
| Name and telephone number of doctor: | |
| Any medical condition? | |
| Does your child have asthma? | YES/NO |
| Does your child wear glasses? | YES/NO |
| Does your child wear hearing aid? | YES/NO |
| Does your child have any known allergies? | YES/NO |
| If yes, what are they? | |

Special Education Needs

| | |
|--|--------|
| Has your child been assessed as having special educational needs? | YES/NO |
| Has a statement of special educational needs been issued in respect of your child? | YES/NO |

Additional Information*

**These questions are optional; however, the answers give us a better understanding of your child and their journey so far!*

| | Y | N | |
|---|------------------------|---------------------|----------------|
| Were there any difficulties during pregnancy/birth? | | | |
| If 'yes' – please describe | | | |
| Have there been medical difficulties? e.g. hospital stays, illness, allergies, eye-sight? | | | |
| If 'yes' – please describe | | | |
| Do you have any concerns about your child's motor skills? e.g. writing and drawing, doing up buttons, kicking a ball, feeding and washing? | | | |
| If 'yes' – please describe | | | |
| Were there any problems with breast/bottle feeding and weaning? | | | |
| If 'yes' – please describe | | | |
| Do they eat an extremely limited range of food types/textures? | | | |
| If 'yes' – please describe | | | |
| Do you have concerns about your child's sleep patterns? | | | |
| If 'yes' – please describe | | | |
| Did your child use a dummy/suck their thumb? | | | |
| If 'yes' – is this still used? Yes / No If no longer used, when did it stop? | | | |
| Has your child had a recent hearing test? | | | |
| If yes, result: | | | |
| Has your child had ear infections in the past? | | | |
| At what age did your child: | | | |
| Smile: | Sit: | Crawl | Walk |
| Babble (e.g. baba, dada, gaga): | Say their first words: | Put words together: | Use Sentences: |
| What does your child enjoy doing at home e.g. pastimes/play activities/who they play with? | | | |
| Is there anything else that you would like us to know? e.g. personality, behaviour? | | | |

Dietary Requirements

Does your child have any specific dietary requirements? Please give details.

Medical emergency

In the event of an accident or medical emergency, I understand that every effort will be made to contact me immediately. Emergency services will be called as necessary and I understand my child may be taken to hospital accompanied by the nursery manager (or authorised deputy) for emergency treatment and that health professionals are responsible for any decisions on medical treatment in my absence.

Signature _____ Date _____

Appendix 2

EYFS Transition Audit

All Transitions

| Do you: | Evidence: | How could it be improved? |
|---|------------------|----------------------------------|
| Meet with senior management well in advance to discuss and evaluate policies for transition and setting? Do management give special consideration to times of transition (for children, parents and staff) and ensure staff have time to prepare? | | |
| Organise and support a home visiting programme? | | |
| Allocate sufficient time for preparing staff / children /parents and for staff to access, read and share information? | | |
| Plan a programme of formal visits and frequent drop-in sessions? | | |
| Share transition plans with parents? | | |
| Evaluate correspondence to parents? Is the tone welcoming, the information direct? Does it invite parents to become involved in the process and suggest ways in which they can help their child? | | |
| Allow children (and staff helping them to settle) time for the settling in process, to regress a little, to stand and watch others until they are ready to join in, to keep their parent, carer or transitional object with them as long as they want? | | |
| Respond sensitively to parents' anxieties? Are you aware of why some parents are overanxious (for example, their first child or last born, or has health problems or the family has domestic difficulties)? Are you supportive, but firm, with parents who put their own need first (due to, for example work commitments)? | | |
| Plan how to support and enable parents settling their children? Do you offer flexibility at the start of sessions so parents can stay as long as they need, a place for them to go when they first leave very young children for a short while, opportunities for them to meet and chat with other parents going through the same experience? | | |

Home to Setting (Reception)

| Do you: | Evidence | How could it be improved |
|--|----------|--------------------------|
| Offer home visits? | | |
| Plan a timetable for home visits, including interpreters and the child's key Person? | | |
| Prepare welcome packs? | | |
| Develop an admission form/home visiting format that allows parents to tell you everything they want you to know about their child? | | |
| Use this information to plan the learning environment (for example, responding to children's schemas)? | | |
| Offer staggered admissions/transition? | | |
| Offer flexible staggered start times and individual settling programmes? | | |
| Access and read all incoming information on individual children, highlight those likely to be vulnerable and have special or additional needs, and brief all relevant staff? | | |

Between settings:

| In addition to above do you: | Evidence | How could it be improved? |
|--|----------|---------------------------|
| Visit and observe children in their previous settings? | | |
| Provide as much information as possible about your setting? | | |
| Ensure children will still have constant access to outdoors and resources necessary for all the areas of learning in the EYFS? | | |
| Talk with parents about EYFS and how you plan for children's progress across settings? | | |

From Reception to Year 1

| As well as the above do you provide opportunities: | Evidence | How could it be improved? |
|--|-----------------|----------------------------------|
| For children and parents to visit Year 1 classrooms and relevant staff well in advance of the move? | | |
| For Year1 staff to spend time observing children at play, the organisation and routines of EYFS classes, EYFS staff supporting child-initiated activities? | | |
| For EYFS practitioners to share the EYFS profiles with Year 1 staff, and explain how the profiles can help establish starting points for each child? | | |
| For children to raise questions, talk about their concerns and have those feeling acknowledged? | | |
| For children to reflect upon and share their achievements with Year 1 staff? | | |
| For children to talk about how they would handle the move and incorporate their suggestions? | | |
| As year 1 staff do you also: | Evidence | How could it be improved? |
| Familiarise yourself with the EYFS guidance and materials supporting transitions into Key stage 1? | | |
| Initially need a modified EYFS curriculum? | | |
| Invite parents to an informal session soon after the transition so the children can show off their new class and teacher? | | |

Appendix 3

EYFS Transition Timetable – Term 6

June 2023

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

July 2023

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

September 2023

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Appendix 4

Home Visit Form

Name: _____

| | |
|--|--|
| Any medical/dietary requirements? | |
| Anything your child may be scared or anxious about? | |
| Independence with toileting and dressing. | |
| Their favourite toy/ book/ programme/ interests. | |
| Any other concerns you may would like us to be aware of? | |

Appendix 5

Nursery Visit Form

Name of Child: _____

Name of Nursery: _____

| | |
|--|--|
| How well did they settle into your setting? | |
| Are there any behaviour issues? | |
| How well do they engage with other children? | |
| How well do they engage with adults in the setting? | |
| Is the child on track for: PSED COM/ILANG PD | |
| Are there any SEND issues Do they have a current /or applying for an EHCP? | |
| Any other information that may be useful. | |