

Transition Policy
between
Hillshott Infants School
&
Pixmore Junior School



Pixmore and Hillshott Schools Draft Transition Policy

Introduction

The Governing Bodies of Pixmore Junior School/Hillshott Infant School are fully committed to the welfare of each child. Care and attention is given to each stage of a child's transition into Pixmore Juniors school, through his or her four years here and beyond into secondary school.

Aims of the Policy

Entering a new situation (particularly a new classroom and new teacher) can be a stressful time, and some points of transition e.g., key Stages, can be especially so, due to the change of school, more formal classroom approach, larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress become withdrawn and unresponsive; they may also demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aim of this policy to:

- promote the smooth transition of children throughout their four years at Pixmore and beyond
- Prevent and alleviate stress
- Promote the continuity the 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 and carers, existing staff, receiving staff, and if age appropriate, with the child.
- Discussions on collection of information will focus on the whole child and not just on 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 – social care issues, SEND
- Safeguarding information (all compliant with data Protection Act) will be shared on a need to know

Key Stage 1 – Key Stage 2

Smooth transition from the infant to junior school will be encouraged by:

Transfer of Records

Portfolio folder, to include:

- End of year reports
- Teacher Assessment KS1 (TA)
- SEN –details
- Safeguarding – addressed to the DSP
- Validated Key Stage 1 data.

Programme of events for transition process:

- Move Up Day (scheduled with all other infants/juniors and secondary schools in the local area) to facilitate transfer across phases.
- Year 2 to have lunch in the dining room
- Year 2 to participate in break time and lunch time play
- Year 2 and Key Stage 1 use the junior school field for sports day.
- Year 5 helpers to support sports day
- Year 3 teacher to spend a day in the year 2 class, AM with the children and PM with the Year 2 teacher to get first-hand information on the children.
- Junior head teacher to do a Year 2 assembly in the Summer term prior to transition
- In the Spring / Summer term
- Junior SENCO to attend EHC/Statement/CAF/ CP meetings re Year 2 children who are transferring to Junior school.
- Open Morning prior to Move up day for year 2 parents /carers to see the junior school

- Evening meeting prior to Move up day for year 2 parents to meet Year 3 staff, SENCO and Senior Leadership team.
- Videos made by Year 3 children to allay year 2 fears.
- Year 2 Worry box which Year 3 children and staff can answer
- A picture booklet showing school areas and staff who will be working with them to use over the Summer holidays
- Bridging Unit of work between Year 2/year 3
- Newsletters from Junior school sent to Year 2 parents in the Summer term prior to transition.

Additional, for some children with particular needs:

- Additional visits on Fridays in the weeks leading up to Move Up Day.
- Personalised Picture booklet with specific key worker
- Visits by support staff to meet the child prior to Move Up day in their Year 2 class.
- Additional meetings by SENCO with parents of Year 2 children on the SEND register.

Class to Class (through Key Stage 2/Key Stage 1)

Throughout the child's time at Hillshott / Pixmore, a smooth transition from class to class will be encouraged by:

- Children being encouraged to share their good work with the teacher of the next class.
- Children to do a piece of writing for their next class teacher.
- Teachers meet in the summer term to pass information to the next class teacher
- Move up Day for teachers to work with their new class.
- SEN children to have a detailed pupil passport detailing how they like to work, likes/ dislikes and strategies that have helped them learn.
- Cross Class work sharing so children become familiar with other staff.
- Meet the teacher for parents
- Summer term open evening for child and parent to meet the new teacher so they can put a face to a name before the summer holidays.

Transfer of records

Records will include:

- Individual provision maps
- Pastoral support plans
- SEN information
- Assessments - writing assessment folder
- Child's green folder- past reports
- Ability groups in Maths/Literacy- phonics, reading age, spelling writing)

- Intervention sheets and outcomes
- The following books should be sent up:
 - English books,
 - Last maths book,
 - Art&DT sketch book
 - French folder,
 - Spelling ,
 - Reading Record book
 - House Point book.

Children joining the school – throughout the year

- Individual or group tours offered to all incoming parents/carers and children
- Time for the transferring children to spend in their new class and school (morning /day session as required by parents)
- Parents to get a welcome pack – prospectus/newsletter/forms for clubs/uniforms/
- New children to be assessed by class teacher and SENCO quickly
- A ‘buddy’ in the new class – identified by the class teacher to help integrate the new child
- Records from the previous school made available to the class teacher and SENCO
- New school to send old maths and English books

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

Year 5 pupils:

- Opportunities to visit the local secondary schools through curriculum activity visits- plays science days- sports events, music and G&T events.
- Encouraging Year 5 parents to attend open evenings and days – children’s absences will be authorised

Year 6 pupils

All are offered the above and in addition as part of the process the following, where relevant, will support secondary transition.

- Meet the Teacher meetings in September to go through transition process and applications
- Move up day in the summer term.
- Transfer of records to the receiving secondary school - reports/assessments. Records are hand delivered and signed for on receipt.
- Safeguarding records to be transferred in person to the DSP of the receiving secondary school.

- Year 6 teachers and Head of Year 7 meet to exchange teacher assessments and pastoral information in the summer term prior to the Move Up day.
- Head of Year 7 (in addition some schools bring junior school past pupils who are currently in Year 7) to meet with children transferring to their school
- G&T children are invited to Master Classes - maths
- Year 6 children to be invited to attend Year 6/7 summer courses at their transferring secondary school (if the secondary school holds any)
- Additional visits to their secondary school to meet support staff and pastoral workers – identified children who may be 'vulnerable' (CLA,PPG,CAF,BESD,ASD) accompanied by junior school staff.
- Junior School SENCO to invite pupil's secondary school to relevant meetings in relation to a child in the summer term before transition (CIN/CP meetings, TAC meetings etc).
- Junior School SENCO to also liaise and hand over to the receiving secondary school pupil's SEND documents.

Equal Opportunities

We recognise that for some children e.g. SEND children, CLA ,EAL and other vulnerable children, transition may be a stressful period of time that can affect their progress. Hence we will ensure we identify those children requiring special attention/support, whatever their race/colour/gender/beliefs or disability, at an early stage and the receiving teacher made aware of this. Pixmore Junior School upholds it anticipatory duty towards all incoming pupils.

Transition Policy is to be reviewed annually by both schools in the Autumn term after Transition has taken place in order to review our good practice