Vale Primary School

Transition Policy

'Value All Learners Equally'

URCNC Article 1: Everyone under 18 has rights

URCNC Article 3: Adults must do what is best for me

URCNC Article 19: I have the right to be protected from being hurt or badly treated

URCNC Article 28: I have the right to an education

Approved by:	Lauren Eyton-Jones	**Date:** May 2025
Last reviewed on:	May 2025	
Next review due by:	May 2027	

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At Vale Primary School, we recognise that transition is a process, not an event. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Care and attention is given to the transition of individual pupils as they transfer to, through and beyond Vale Primary School.

In this policy, the term 'transition' is used to describe the movement that takes place from one familiar setting (including the home) to another.

Aims:

At Vale Primary School we will:

- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and for the transition to each new year group.
- Make a happy and seamless transition from home and/or pre-school to school and from year group to year group.
- Support all children towards independence and develop their confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon, particularly in regard to children with Special Educational Needs or English as an Additional Language.

At Vale Primary School, pupils will experience many different transitions:

1. Moving from Pre-schools to Reception
2. Moving from Reception into Key Stage 1
3. Moving from Key Stage 1 into Key Stage 2
4. Movement from class to class
5. From Year 6 onto Secondary School

Each of these transitions is a unique phase which has its own challenges and expectations.

Transition from Preschool Settings into Reception

Responsibility: Mrs J Bell (EYFS Leader)

We recognise that this is often a difficult transition, as pupils move from preschools around the island, of varying size and with differing routines and spaces where they attend either mornings or afternoons – to full time attendance at school. To support both children and parents during this time, we organise a number of different activities:

- In April our EYFS Teachers attend the "Enabling Smooth Transitions" evening organised by the Education Department where they meet with the preschool practitioners and discuss the children who will be joining us in September.

- EYFS Staff visit our new pupils in their preschool settings.
- Parents and our new pupils are invited to attend 4 settling-in sessions where they get to know our EYFS team, where the children play in their new classrooms and where parents have the opportunity to attend workshops and go on a tour of our school.
- Welcome Evening - with the Head Teacher and EYFS staff takes place during June. The parents receive their "All About Me" forms to complete with their children, our school prospectus and a "Special Book" for their child.
- Each pupil receives a personalised social story book about starting at Vale which includes photographs of their new teacher, classroom, peg and tray labels.
- A transition survey is given to parents (via Google forms) at the end of September so that they can reflect on and feedback upon their own and their child's experience of transition to Vale Primary School.
- Enhanced transition adaptations are made as appropriate. These may include 1:1 or smaller group play sessions and additional visits to their preschool.
- EYFS Lead/ALNCo also attend an ALN Smooth Transitions evening meeting with preschool ALNCos in May.
- All ALN pupils will be visited before starting school in their preschool setting, or at home if they do not attend a preschool.

Transition between classes from Year R to Year 6:

To ensure a smooth transition from one year group to the next, children move up to their new class several weeks before the end of the Summer term and spend a number of sessions with their new class teacher. This early transition is made to ensure that children do not suffer any anxiety over the summer holidays about the expectations of their new class and teacher. It also gives children the opportunity to familiarise themselves with their new working environment, teacher expectations, peers, routines and timetables.

Teachers have a handover meeting, where information such as academic ability, social groups, concerns, strengths and targets are passed up. This transition period also gives parents the opportunity to talk to their child's new teacher, share any concerns and become familiar with any changes in the daily routine. Prior to this transition, Year group teams mix the cohort based on a number of different factors including, but not limited to, academic attainment, pastoral needs ALN, gender and friendships which are identified by the children

Please note: once the class lists have been finalised and shared, they are unable to be changed.

Transition to Secondary Education:

Responsibility: Year 6 teaching staff and DHT

When children enter Year 6, they will begin to gain some initial experience of secondary school life. Visits to nearby secondary schools are planned for children. Staff from our nearby secondary schools visit Vale Primary to meet with children, answer questions and liaise with Vale Primary staff.

Children transfer to secondary education at the end of Year 6. Information regarding transition to all other secondary schools will be sent to all parents/carers of Year 6 pupils during the school year.

- Children and their families are invited to open evenings at the local schools during the year.
- Applications for secondary placements are submitted during the summer holidays.
- Parents and children are notified of the allocated places at the beginning of the following March.
- During the Summer Term, the children are invited to attend a short transition period at their chosen secondary school. This is to gain experience and to familiarise themselves with their new school.
- We provide a transition unit in PSHE. This gives pupils the chance to discuss and portray any anxieties about the upcoming changes.
- Identified vulnerable children are given additional support through a 'transition support group.' This group of children spend additional time at their new school during the Summer Term prior to the main transition days.

- The Year 6 and 7 teachers from the feeder schools liaise to create a profile of each pupil and assessment data is shared.
- Year 7 teachers often come to our school to meet with the Year 6 pupils in the Summer Term. The children have the opportunity to ask questions to alleviate anxieties.

Enhanced transition:

We recognise that for some children, transition may be a stressful period of time 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. A transition booklet is made for those children who find transition difficult, but this is at the teacher's discretion. These booklets consist of photographs of their new class teacher, LSA and a number of 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.

Children joining at different points in the year:

- Parents receive our school brochure with information about the school.
- Parents and children are invited to tour the school and discuss any issues with the Head Teacher and new class teacher.
- New children are assessed quickly by their class teacher.
- Records from previous schools are made available to the receiving class teacher and, where appropriate, the ALNCo.
- Any new children are assigned a peer 'buddy' to help them settle into their new class and routines.

Please remember: Your child's welfare and progress is our primary concern. Please follow our professional advice when it is given. At no stage, need any of our learners or parents, who have voiced a problem/concern, be afraid that they or their child/ren will be victimized or discriminated against by any of the staff. It is imperative that we establish a working partnership in the interests of your child/ren.

Review

The policy will be reviewed every 2 years. The Head Teacher may, however, review the policy earlier than this, if elements of the policy need to be altered prior to the review date.