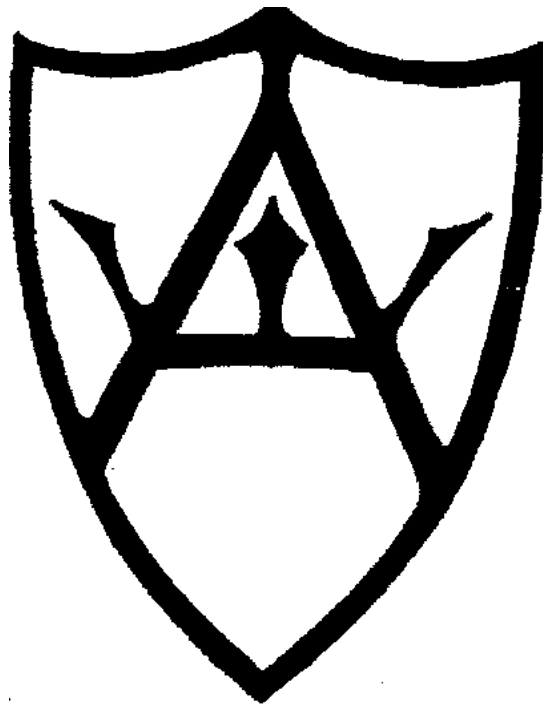


Alfriston School



Transition Policy

Reviewed at SEN parent forum: Jan 2017
Agreed by Governors: April 2017

Introduction

Transition from one school to another or from one stage of education to another is an important process which needs to be managed successfully if children's learning and well-being is not adversely affected by the impact of changes which come with transition.

There are five aspects of transition which need to be developed alongside each other in order to maintain good practice in transition. These are:

- **Administrative:** ensuring such activities as meetings between staff and with parents, the sharing of records, the use of assessment data;
- **Social and personal:** this includes pastoral support and should help parents and children become familiar with the school and the staff;
- **Curriculum:** continuity between settings and classes so that teachers are able to build on children's strengths;
- **Pedagogy:** an understanding of the difference in teaching styles and classroom practices between settings, Key Stages and classes;
- **Autonomy and managing learning:** ensuring that the children are active participants in the transition process and in their own learning at all stages of their development.

Key Features of Successful Transition

A successful transition for children involves:

- Supporting the development of friendships
- Supporting and developing self esteem and confidence
- A stimulating environment which engages children's interests
- Supportive routines and school organisation
- Curriculum continuity

A successful transition for parents involves:

- Opportunities to visit the school and meet with the headteacher and prospective teacher(s)
- Written information about the school such as its organisation, routines and curriculum
- An understanding of how they can support the school and how the school will work with them and their child(ren)

Aims

Through effective transition practices:

- Pupils will experience a smooth transition from one class, key stage or school to the next, so that the pace and quality of learning is maintained ensuring pupils continue to make good progress;
- Pupils will feel happy and secure in their new environment with new staff and possibly new peers;
- Pupils will have a clear understanding of the new expectations ahead of them, and look forward to each new experience with minimal anxiety;
- The school will ensure that teachers have a good knowledge of the children and their needs prior to starting in their new class;
- There will be a professional regard for the information from the previous class, setting or phase and confidentiality will be respected;
- Staff will see transition as a process rather than an event;
- Parents will be encouraged to be partners in their child's education;
- Parents will be assisted in helping their child prepare for school.

Objectives

- Approaches to teaching and learning will be co-ordinated to ensure effective transition.

- Styles of teaching and learning will meet the needs of the children.
- Assessment data will be shared and used for planning.
- Staff allocation will give particular attention to the particular needs of the children.

Equal Opportunities and Inclusion

Alfriston School recognises that everyone is unique owing to varying needs and cultures. We aim to treat all differences positively, recognising that diversity creates a strong, flexible and creative school. Our belief is reflected in our Equalities Scheme and in our vision to be 'Fair, Friendly, Fulfilling and Fun'. All children and parents are actively involved in the process of transition and their perceptions about their experiences are explored and valued.

The school is aware that some groups of pupils may be particularly vulnerable at transition points and therefore, in line with the policy, additional measures may be taken to ensure the needs of the following groups of pupils are met:

- Gender groupings
- Gifted and Talented/More Able pupils
- Learners at risk of disaffection, poor attendance or exclusion
- Learners from families under stress
- Learners from minority ethnic backgrounds including travellers, refugees/asylum seekers
- Learners from some faith groups
- Young carers
- Pupils with high mobility
- Pupils with low prior attainment
- Learners with SEN and or disability
- Learners with EAL (English as an Additional Language)
- Looked After children
- Learners with medical needs
- Learners with social and emotional difficulties

Monitoring and Evaluation

The Headteacher has overall responsibility for the monitoring and evaluation of transition across the school.

The headteacher has delegated the responsibility for transition between classes within the school to individual class teachers. Similarly the EYFS teacher has responsibility for liaising with local pre-schools and nurseries and the Year 6 teacher has responsibility for liaising with local secondary schools.

There is a named governor with responsibility for Extended Schools whose remit covers transition. Currently this is the Chair of Governors, Linda Young.

Pupils and parents are consulted about their transition experiences through such activities as questionnaires, the School Council, parent meetings and Circle Time in order to maintain and develop good practice.

The school regularly uses the East Sussex document 'Good Practice in Transition' as a school self-evaluating tool to ensure good transition practice is maintained and developed.

School Procedures

We recognise that there are three groups involved in transition and all our transition procedures described below reflect the needs of these three groups.

Children need:

- To become familiar with the layout of the school.
- To get to know the class teacher and other adults they will meet.
- To meet other pupils.
- To know what will be expected of them.
- To begin to know their daily routine.

Parents need:

- To become familiar with the physical layout of the school.
- To get to know the class teacher's expectations.
- To receive verbal and written information about the school, the curriculum, their responsibilities and health and safety issues.
- To meet staff.
- To meet other parents and develop support systems.
- To know how to become involved with school e.g. PTFA (Friends of Alfriston School), social events and supporting learning.
- To know how they will track their child's progress.

The school needs:

- To gain information about individual children and their families.
- To give information to parents and receiving schools.
- To ensure that children have a pleasant experience of school.
- To make links with pre-schools and local secondary schools.
- To develop an effective partnership with parents.
- To build on previous assessments of the children.

Transition Activities

In addition to our 'whole school transition days' planned at the end of the academic year (where there is also an opportunity for parents to meet the 'new' teacher), the school also plans other activities which support transition. These include:

- Whole school assemblies in which pupils share work and successes.
- Whole school events when pupils work in mixed age groups and in each other's classrooms.
- Early intervention programmes for SEN and other vulnerable pupils.

Prior to admission at any point

- A meeting with HT and relevant staff is arranged.
- Individual tours offered to all incoming parents and children.
- Time for the child to stay with the current class is offered to help them get acquainted with their new surroundings.
- Parents receive a 'Parent Information Pack' about the school.
- New children are assessed as quickly as possible by the class teacher and/or SENCO.
- A 'buddy' is identified within the new class to help the new child to integrate.
- Records from the child's previous school or setting are made available to the class teacher and SENCO.

Pre-school (Early Years Foundation Stage) to the Reception Class (Pearl Class)

- Visits from and to Pre-schools by the Reception teacher, the TA and pupils to observe, show work and share activities.
- Shared moderation of work between Pre-schools and Reception class staff.
- Pre-school pupils invited to school events.
- Teacher and TA to visit all pre-school settings if possible, once admission details are known.
- Alfriston has links with the community development workers at the Seaford Children's Centre (at Cradle Hill Primary School) to work in partnership with staff, parents and carers.
- Staff, parents and carers are made aware of the Seaford Children's Centre and the services it has to offer (through our Parent Information Contact at the school office).
- New entrants visit school at least twice for a play session.
- New entrants invited to school events at the end of the Summer Term.
- Class teacher and TA to visit all families at home or school by invitation.
- Staggered start to term allowing children to have sufficient time to settle in small groups with the teacher and TA.
- At the first meeting for new entrants, pupils receive an activity pack to work on with a parent. These are returned and exchanged for another on subsequent visits.

EYFS to Key Stage 1 (Pearl Class to Ruby Class)

- Shared outdoor learning space for both classes.
- Shared indoor learning space for both classes.
- Regular sharing of support staff across the two classes.
- Independence developed through structured activity and planning.
- Reception pupils spend time in KS1 class to experience the environment.
- Handover meetings between staff and transfer of assessment documentation.
- Highlighting of SEN and vulnerable groups in discussion.
- The new class teacher arranges an extra meeting with the child's parent if necessary to aid transition.

Once transferred to Year 1:

- Children continue to work and be assessed within the Foundation Stage Profile for their first term, if appropriate.
- If appropriate, individual children have some access to the EYFS learning environment more regularly.
- The outdoor and indoor learning environments continue to be shared between the two classes.

Key Stage 1 to Key Stage 2 (Ruby Class to Sapphire Class)

- Overnight trip as an end of Y2 event to demonstrate increased maturity and readiness for KS2.
- Handover meetings between staff and transfer of assessment documentation.
- Highlighting of SEN and vulnerable groups in discussion.
- The new class teacher arranges an extra meeting with the child's parent if necessary to aid transition.

Lower Key Stage 2 to Upper Key Stage 2 (Sapphire Class to Emerald Class)

- Handover meetings between staff and transfer of assessment documentation.
- Highlighting of SEN and vulnerable groups in discussion.
- The new class teacher arranges an extra meeting with the child's parent if necessary to aid transition.

Key Stage 2 to Key Stage 3 (Emerald Class to Secondary Schools)

- Transition project for pupils going to Seaford Head Community College.
- Transition group run for Y6 pupils by TA in Term 6, with a focus on each child's own secondary school.
- Nurture sessions throughout Y6 for vulnerable pupils to help to develop maturity and readiness for transfer.
- PSHE activities throughout the year.
- Transition process for each secondary school varies from a five day scheme at SHCC to a one day or half a day taster at other schools.
- Secondary school staff visit Alfriston and meet with Yr6 teacher and the pupils.
- Assessment data and specific pupil information is passed onto the secondary schools.
- Parents receive information regarding the transition work happening both in-house and between secondary schools.
- The school informs pupils/parents of any events or meetings we are aware of happening at the local secondary schools.

Pupil who move onto other schools or who move into Alfriston outside the normal admission points

Children who are moving on will be given an opportunity to:

- Celebrate the time they have spent at Alfriston and reflect on their experiences e.g. farewell cards, photos, examples of work etc.
- Discuss concerns or worries about their new school with an appropriate member of staff.
- Complete PSHE work that positively supports the transition e.g. social stories about moving, going to a new school etc.

Children who move in to Alfriston will be given an opportunity to:

- Share work from their previous school.
- Discuss concerns or worries with an appropriate member of staff.
- Have a 'buddy' who will help support them at Alfriston.

Additionally, the school the pupil is coming from or the school the pupil is moving on to will be contacted so that information about the pupil may be passed on to relevant staff. This will include information about attendance and academic progress as well as any other vital information such as medical details and safeguarding.

Extra transition available for vulnerable children

- Teacher/TA observing and/or working with child in current classroom/setting
- Child visiting (with current TA/teacher) new classroom/setting, including subtle opportunities eg. taking a note
- Social stories
- Pictures of adults, classroom
- Taken home a diary/drawing book in summer holiday to show new teacher in September
- Parent invited in to meet individually with new teacher
- Teachers have extra time planned to liaise with each other regarding particular children
- Identifying suitable buddy in new class/setting (this can include the child writing a letter)
- Use of a contact book between school and home
- Staff given specific/additional training, when necessary before child arrives in setting/moves to new class
- Relevant staff meeting outside agencies involved with child beforehand