



# **Rainbow Education Multi Academy Trust**

## **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 The Rainbow Education Multi Academy Trust.

## **AIMS**

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that 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**

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

## **PRACTICE**

### **Starting Pre-Nursery (2-year olds)**

We aim for all our children to be happy and confident and encourage parents to bring children into the nursery and have visits in the room that their child will be in. On the first visit, the child's parent will be asked to stay with their child and fill in Admission Forms and also discuss their child's routine, likes and dislikes. We then treat all children individually and settle them in taking into account their needs.

### **Moving to another Nursery within EYFS:**

Parents/guardians will be invited to a transition meeting where they will meet their child's new teacher and or Key Person. After the first initial visit, the children will have regular visits to Nursery. The Nursery teacher will visit Pre-Nursery and the children will meet their Key Person. The length of transition is individual to the children.

### **Children leaving to go to school:**

We will ensure that the children are informed about moving onto school through stories, pictures and circle time. We will also encourage teachers of the schools the children will move to, to

visit the children in the nursery environment. We will make sure that Foundation Stage Documents are passed to the child's relevant school and will prepare any reports necessary to help the children's transition to school.

**Transition from the Foundation Stage to Year 1**

- Parents and children new to the school visit the school, meet staff and receive a Welcome Pack.
- Reception visit the current Year 1 for half a day in the summer term.
- In the autumn term, the provision closely reflects summer term practice in Reception.
- Start of day procedures for Year 1 are rehearsed by Reception children in the last two weeks of the summer term i.e. lining up in Year 1 playground.

**Transition in subsequent Years (1 - 6) throughout the school**

- Parents and children new to the school visit the school and meet their teacher.
- Meet the teacher session in new classroom in the summer term.
- All 'New to Year \_\_' welcome meetings take place in the summer term.
- Curriculum information is given to all parents at the start of each school year and is available on the school blog.
- Class rules are completed in the first week.

**In year admissions from Nursery to Year 6**

- Parents and children new to the school visit the school to meet staff.
- Parents receive a Welcome Pack
- Previous setting contacted for all pupils.
- Children with SEND, SENCo contacts previous setting and may visit to receive information.
- Records from previous setting made available to class teacher and SENCo.
- Children are given a buddy from within the class.
- A phone call is made to the previous school requesting any safeguarding or child protection information.

**Children leaving from Nursery 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 SENCo if transferring settings locally.
- Relevant child protection information is transferred on and a recognition slip is retained.

**Transition from Year 6 to Year 7**

Summer of Year 5	Autumn of Year 6	Summer of Year 6
Secondary School information booklets/flyers are given out to Y5 parents.	Children visit their secondary school open evenings.  Children choose their secondary schools.	Children attend a secondary transfer day.  SENCo arranges extra visits for vulnerable children.

	<p>Parents are invited into school if they require help completing the online application form.</p>	<p>SENCo prepares SEN records for transfer.</p> <p>Class teachers and SENCo meet staff of receiving secondary schools.</p> <p>End of year reports and SATs results sent on to secondary schools.</p> <p>Common transfer files completed and sent to secondary schools.</p> <p>Relevant child protection files are transferred to the receiving secondary school.</p>
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**Children who have additional needs**

We will always ensure that all paperwork is passed on is necessary to a new school or nursery e.g. Individual Education Plans for Individual Activity Plans and any other relevant information regarding the child's additional needs will liaise with staff to ensure the child's needs are still being met.

Where necessary, we will have a transition meeting with nursery/school staff to pass on information with the child's parent/guardian.

We will always try to make any move for the children as smooth as possible and will help the child and their parent as much as is necessary with any transition their child may need to make, being it moving to school, another nursery, moving house, etc., and would encourage parents to make us aware of any changes to their child's life that we may be able to help them with.