



TRANSITION POLICY

Adopted by Learning and Teaching Committee on behalf of the Governing body: *Spring 2015*
Amended: *Spring 2015*

Vision Phrase

'Aim high and smile'

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



Transition Policy

This policy details provision that helps to ensure that children move from one setting or class to another as smoothly as possible. A transition questionnaire will be circulated towards the end of each autumn term to ascertain the views of our children and their carers in order to improve provision further.

Pre-school/home to Reception:

- New entrants' parent/carer meeting held in June each year.
- Parents/carers of those children with individual needs can talk to SENCO, school nurse, Head teacher at these meetings.
- Children invited to story time with class teacher and teaching assistants/s in July.
- Pre school settings invited to an 'open morning' in July.
- Foundation Stage leader visits our feeder pre schools which contain ten or more of the new intake and reports information back to individual teachers.
- Teachers receive and read children's records sent from pre-school settings, including SEND records before term starts.
- P.T.A. organise a 'party in the park' for all new entrants before term starts.
- Individual parent/carer consultations with Reception staff in September before children start school.
- 'All about me' books completed prior to starting school and discussed with class teacher.
- Children inducted over a two week period in small groups of 7-8.
- All children mornings only during this period, then mornings plus lunch.
- Information about what the children will be learning sent home in the first half term and there after.
- Reception Notice board gives information about weekly learning and half termly and termly overviews.
- Home/school reading diaries facilitate dialogue between home and school
- Parents/carers are invited in October to a 'meet the teacher' meeting where the routines of reception are explained.
- Parents/carers consultation evening held in November.
- Our approach to reading and mathematics talks held in the Autumn and Spring terms.
- 'Open door' policy means that staff are available to discuss any issues/ concerns at mutually convenient times.
- Parents/carers bring children into the classroom at the beginning of the day and are encouraged to settle their child to an activity etc.

Reception to Year 1:

- Children come to story time with their Year 1 class teacher in July.
- Teachers have 'open afternoons' after school in July where parents and children can visit their new classrooms and meet their teachers.
- The children and parents are given details of their new teacher and the location of their new classroom and cloakroom with their school reports in July.

- Teachers receive and read children's records sent from the Reception teacher, including SEND records before term starts. Teachers meet to discuss these.
- Parents/carers are invited in September to a 'meet the teacher' meeting where the routines of Year 1 are explained.
- The timetable is more relaxed in the first half term allowing children time to settle into their new routine.
- Children continue to have access to the outside environment throughout Year 1.
- Children make an 'all about me' book in ICT in Reception and share these with their new class members in Year 1.
- Information about the children's learning sent home September/October.
- Home/school reading diaries allow dialogue between home and school
- Parents/carers consultation evening held in November.
- Our approach to mathematics talks held in the Spring term.
- 'Open door' policy means that staff are available to discuss any issues/ concerns at mutually convenient times.

Year 1 to Year 2:

- Children from Year 1 and Year 2 classes 'buddy up' during summer term and have regular visits to Year 2
- Parents and children invited to 'drop in' to their new Year 2 class after school during one week in July.
- The children and parents are given details of their new teacher and the location of their new classroom and cloakroom with their school reports in July.
- Children come to story time with their Year 2 class teacher in July.
- Teachers receive and read children's records sent from Year 1 teacher, including SEN records before term starts. Teachers meet to discuss these.
- Parents/carers are invited in September to a 'meet the teacher' meeting where the routines of Year 2 are explained.
- Information about the children's learning sent home September/October.
- Home/school reading diaries allow dialogue between home and school
- Parents/carers consultation evening held in November.
- Our approach to mathematics talks held in the Autumn term.
- 'Open door' policy means that staff are available to discuss any issues/ concerns at mutually convenient times.
- Parents/carers are welcome to bring children into the classroom at the beginning of the day and help their child to settle to early bird work

Year 2 to West Hove Junior School:

- Senior staff from the Infant and Junior School meet in the Spring term to review transition arrangements for the Summer Term
- During the Summer Term Year 2 visit the Junior school, attending assemblies and sharing a playtime with the current Year 3s. During assembly time Year 2 and Year 3 teachers meet to discuss children's records (including SEN records).
- In July children visit their new teacher at the Juniors for a story and discussion session

- The Junior school invite parents to attend a 'question and answer' session in the Summer term, with opportunities to meet the Year 3 teacher
- Year 2 and 3 teachers, SENCO and health authority staff meet to discuss children with specific needs in the Summer Term.
- Children with specific needs will work with a teaching assistant to create a 'transition' booklet during the Summer Term
- Parents/carers are welcome to bring children into the Year 3 classroom at the beginning of the day and help their child to settle

(If children are allocated at place other than at West Hove Junior school, then we make contact with that school in order to try to arrange some transition visits and/or communication with the child's new class teacher.)

Transition during the year

If children move to a different school during the academic year then the child is not taken off roll until the new school has made contact. Once on roll at another school, all records are sent electronically. The child's work books are given to the parent/carer.

Class teachers will take care to ensure a good induction for individual children who join the school during the year. This will include ensuring the new pupil is allocated a labelled drawer, name card, books, etc. before they come into the classroom and that the children in the class are informed and welcoming; the new child will be allocated a 'buddy' during their first few days.

Induction for newly arrived pupils with EAL

Ethnic Minority Achievement Service (EMAS) staff will support the induction of EAL pupils by liaising with the family and class teacher and providing home language support where possible. The following illustrates how we can cater for newly arrived pupils with EAL:

- Arranging an interpreter via EMAS, to ensure sharing of information at initial admission and/or during initial parent-teacher consultation in YR. This includes information on ethnicity, languages, previous educational achievement, health issues, interests, likes and dislikes.
- Arranging to have pupils start school on a day when the EMAS teacher or Bilingual Teaching Assistant is present.
- Providing a translation of the school prospectus.
- Showing the parents around the school, letting them observe a class so that they have a better understanding of what their child will be doing at school. Parents may not have direct experience of UK systems.
- Preparing the other pupils e.g. give information about new pupil's place of origin, language spoken, discussing needs and what help pupils can offer.
- Avoiding over-generalisations and stereotyping of pupils and their families- emphasise our similarities and the things we hold in common.
- Ensuring other pupils know how they could help sensitively, e.g. joining in playground games, helping with work in the classroom, but not over-crowding or swamping the new pupil.
- Grouping with able and supportive peers, so that social interaction can start to take place from the start, and the pupil has a good language and behaviour model.

- Being explicit about classroom expectations and tasks and not assuming that the newly arrived EAL learner can read body language, gestures and facial signals.
- Setting up a 'buddy for a day' system. The buddy will help the new pupil to learn the lay-out of the school, and stay with them during playtimes and lunchtime. The 'buddy' should be rewarded for performing this role conscientiously. Buddies can be changed.
- Teaching some survival English, e.g. "can I have a.../ where is the ...I need a"

Transition between classes

When the children first enter school they are grouped by known information such as gender, date of birth, special educational needs (where known) and EAL to ensure a balanced class. At the end of the academic year, in preparation for Y1, these groupings may need readjusting as other issues such as behaviour or special needs arise. The main criteria for these new groupings is firstly friendship groups. We also try to ensure that there is an even proportion of boys and girls and different levels of ability.

Teachers are allocated their classes after much consideration from a broad range of criteria including individual specialisms. It is not possible therefore for Parents/carers to state their preferences.

In very exceptional circumstances, an individual child may move classes at the end of the year or during the year at either the school's/parent's request because this is felt to be in the child's best interests e.g. to separate two children.

Date

Dear Parents/Carers,

As we approach the end of term, we hope that your child has settled into his/her new year group.

We are interested to hear your thoughts on this matter in order that we can further improve transition arrangements in the future. Please read our Transition Policy (attached) detailing procedures already in place.

Please talk to your son/daughter and together complete this questionnaire.

Many thanks for your help.

Parents/Carers	Strongly Agree	Agree	Disagree	Strongly Disagree
My child has settled happily into his/her new class				
How can we make the process better?				

Children			
I like being in XX class			
What do you like about being in Year XX?			
What could your teacher/s have done to make it better?			

Please turn over

West Hove Infant School values and respects the diversity of all our children, parents/carers and staff.

We want to be sure that we do all that we can to meet the needs of all pupils and their families. Therefore I would be grateful if you could complete the form below in respect of your child. Information contained within this form will be used for monitoring purposes only. No individual will be identifiable. In compliance with the Data Protection Act 1988 all details are kept in strict confidence at all times.

What is your child's Ethnic Group?	B Mixed <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other Mixed background	D Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other Black background
A White <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Any other White background	C Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background	E Chinese or other ethnic group <input type="checkbox"/> Chinese <input type="checkbox"/> Any other background
Is your child a: Boy Girl (please circle as appropriate)		

Please return this questionnaire to the School Office by **date**.

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My child has settled happily into his/her new class				
How can we make the process better?				

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I like being in XX class			
What do you like about being in Year XX?			
What could your teacher/s have done to make it better? (Please add any feedback regarding our Reading and Maths talks and 'Meet the Teacher' sessions.)			

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Parents/Carers	Strongly Agree	Agree	Disagree	Strongly Disagree
My child has settled happily into his/her new class				
How can we make the process better?				

Parents	Strongly Agree	Agree	Disagree	Strongly Disagree
My child enjoys the structure of the new Homework Grids				

Children			
I like being in XX class			
What do you like about being in Year XX ?			
What could your teacher/s have done to make it better? (Please add any feedback regarding our Maths talks 'Meet the Teacher' sessions.			

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Transition letter to Reception parents

We would like to take this opportunity to explain the transition process from Reception to Year One and the way in which the classes are re-organised.

Our policy for many years has been to re-organise the reception classes at the end of their first year at school. We are not unusual in doing this and have found in our long experience at West Hove Infants that this practice is extremely positive and effective. Therefore your child will move up to Year One with half of the children from their current class and half of another existing reception class.

Through the re-organisation of the classes we endeavour to ensure an even balance of gender, languages and special needs. This re-organisation is not undertaken lightly or quickly. Using their professional judgement and in depth knowledge of the children, teachers spend several months of considerable thought to ensure balanced and happy classes, often re-grouping the children many times.

Teachers observe friendship groups and, most importantly, ask the children who they would like to be with in their new class. Most children mention two or three others and, where these friendships are positive, teachers try to ensure that each child is with at least one of these special friends.

Whilst friendship groups are our first criteria for groupings, in order to ensure evenly mixed classes, it is often impossible to keep larger friendships groups together and there will, inevitably, be some initial disappointment at times. However, in our long experience we have found that children quickly make new friends and continue to meet up with old friends in the playground and outside school. We actively encourage the children to enjoy a wide circle of friends and make new friends, believing this to be an important life skill for when the children move on to the next stage of their education.

To ensure the transition process is a positive one, during the month of July the children have a story with their current teacher in a Year One classroom as well as having a story with a Year One teacher. When the classes are finalised our transition afternoon takes place and the children visit their new teacher with their new class.

You will find out your child's Year One teacher when you receive their end of year report on Friday 11th July.

Please also look out for any important dates regarding transition on our newsletters. If you have any concerns or question please do not hesitate to contact us.

Thank you for your support.

Wendy Harkness

Mrs Wendy Harkness
Executive Headteacher

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