



# Transition Policy



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<b>Review Cycle</b>	Reviewed and approved by the full governing board annually.		

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## Introduction

At Bowlish Infant School, we recognize that the transition into school is a significant milestone in a child's life. Our Transition Policy aims to ensure that all children experience a smooth, positive start to their educational journey, laying the foundations for lifelong learning, well-being, and success. This policy reflects current best practice, guidance from the Early Years Foundation Stage (EYFS) Framework 2024, and inclusivity principles.

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## Aims

- To promote a smooth transition from home or early years settings into Reception, through Key Stage 1 and leaving us into Key Stage 2.
  - To ensure children feel safe, valued, and excited about starting school.
  - To build strong, collaborative relationships with parents, carers, and feeder settings.
  - To tailor transition support to individual children, including those with SEND or additional needs.
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## Key Principles

- Child-Centred Approach: Transitions are planned around the individual needs of each child.
  - Strong Relationships: We strive to build strong relationships so children feel secure in their transitions.
  - Parental Involvement: Parents and carers are key partners in the transition process.
  - Effective Communication: We maintain open, timely communication with families and feeder settings.
  - Continuity of Learning: We build on children's prior experiences and learning.
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## Transition into Reception

Pre-Admission Activities (Summer Term):

- Welcome email, new starter booklet, induction programme and required data forms sent to parents.
- Liaison with feeder nurseries, pre-schools, and childminders to share information.
- Staff attend School Entry Plan meetings for children with SEND or other identified needs.
- Induction evening for parents outlining routines, curriculum, and support.
- Records are received from feeder settings including safeguarding and SEND information.

Activities for children:

- Picnic (parents and children visit school and stay outside for a picnic)
- Stay and Play (parents and children visit the classroom together and play)
- All Change Day (class visit where parents drop off)
- Children take home a Class Book introducing their teachers and classroom

September Start:

- A staggered intake (across 4 weeks) is used to support gradual adjustment. Children are entitled to full-time education on entry to school, which is made clear to parents; however, the school also continues to encourage a staggered entry.
    - Week 1 – mornings only (9:00am start)
    - Week 2 – mornings only (8:50am start)
    - Week 3 – mornings and lunch
    - Week 4 – Full Time
  - Enhanced adult support during early weeks to help with separation and routine building.
  - Baseline assessments carried out in line with national requirements.
  - The DSL phones each feeder setting to discuss any safeguarding records and to follow up to ensure Bowlish Infant School have received all related information.
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## Transition from Reception to KS1

Transitioning from Pre-school to KS1 during the Reception year is a gradual process.

The provision and expectations progress each term. Examples are:

- Children start the year only attending 2 assemblies a week and by the 2<sup>nd</sup> half of term 3 they are attending all assemblies

- Children continue in Continuous Provision in the morning, not stopping for playtime or assembly. In Term 3 they join the rest of the school for playtime.

### **Internal Transition**

- Joint planning and meetings between current and receiving teachers.
- Opportunities for children to visit their new classroom and meet their new teacher.
- Parents informed of changes and expectations.
- Focus on emotional readiness, relationships and familiarity with Year 1/2 routines.
- A nurture group is established where required for vulnerable children. These children receive additional transition sessions with their new teacher.
- Additional meetings with parents where required.

### **Supporting Vulnerable Children / Children with SEND**

Additional transition arrangements are made for children who may be more vulnerable, including those with:

- Special educational needs and disabilities (SEND)
- English as an Additional Language (EAL)
- Safeguarding concerns
- Social or emotional difficulties

These may include:

- Extra visits
- Social stories
- Personalised transition plans
- Involvement of the SENCO and outside agencies

Children identified with additional needs prior to starting school in their Reception Year will be offered a School Entry Plan Meeting. This meeting will involve the current staff working with your child, SENDCo, parents, relevant outside professionals and the relevant staff and SENDCo at Bowlish Infant School. This is an opportunity for information about the child's needs to be shared and to ensure the provision put in place is appropriate to meet the child's needs, ensuring a smooth and successful transition into school.

The SENDCo will write a School Entry Plan which is shared with parents and staff, with clear actions to support the child's transition into school which will be monitored and reviewed again before the end of the Autumn Term. This may change into an Individual Support Plan, depending on the individual needs of the child (more information on this can be found in our school SEND policy).

We recognise that a part-time timetable is sometimes required for school entry to be successful. Part-Time Timetables will always be used with the goal of having your child in school full-time as soon as they are ready and in liaison with parents.

### **Transition to KS2 (Junior School)**

As Bowlish Infant School is an infant school, we work closely with local junior or primary schools to support pupils transitioning to Key Stage 2:

- If a child has been identified as having a SEND need, a School Entry Plan Meeting will be arranged in the new school setting and be attended by the SENDCo and Class Teacher from your child's current class.
- Visits to the new school are arranged during the summer term, with additional nurture group visits for those identified as needing this.
- The Junior school SENDCo visits to meet with our SENDCo to discuss, meet/observe any identified children.
- Year 2 teachers liaise with receiving schools to share profiles and relevant information.
- Joint events are planned during the school year to steadily build familiarity.
- Parents are given advice and support throughout the application and transition process.
- The Junior School communicate directly with our parents regarding events, classes, meeting the teachers and class placements.
- Handover meetings between current and future class teachers are held to discuss predicted outcomes, learning strengths and needs, class placements, friendships, SEND and any other relevant information

- The DSL securely provides all relevant Safeguarding information to the Junior School in September and requests the Transfer form to be signed.
  - The SENDCo securely provides all SEND information to the Junior School.
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### **All Change Day**

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All Change Day is a Mendip area arrangement to enable cross-school movement, where all children move up to their new class on the same day. It is coordinated between all schools and phases.

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### **Communicating with Parents**

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Parental support during all transitions is important. To enable this, we communicate in the following ways:

- Updates and opportunities for feedback throughout the transition period.
  - Class placements letter and communication: Class placements are carried out by teachers using various information to ensure each child is placed in the 'right' class for them. Friendships, academic attainment, and specific needs are all considered. Parents receive a letter in May informing them of their child's class placement for the following year.
  - Meet the teacher afternoon.
  - Parent-teacher meetings scheduled for October.
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### **Sharing Information**

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Information that is received from pre-school settings, sent to the KS2 setting and shared between internal classes includes:

- Assessments including school reports
  - Data and information - A secure CTF file via School-to-School which contain information from our IMS.
  - Pastoral, medical & Safeguarding information
  - SEND information
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### **Monitoring and Evaluating**

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The impact and effectiveness of the transition process are reviewed annually through:

- Parent and child feedback
- Staff reflections and transition meeting outcomes