

Penketh South CP School



Transition Policy

Version	Date	Action
V1	September 21	New Policy
	11.11.21	Agreed by FGB

Penketh South Community Primary School & Nursery

Transition Policy

Definition

In this policy, 'transition' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

Introduction

Penketh South Primary School and Nursery recognise that education should be an unbroken continuum: we further recognise that children's progress can be hindered if there is a break of continuity at the point of transfer. This policy will be supported by the whole of our school community to ensure that the children are able to achieve maximum success during all phases of their education and care.

Aims

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress. This policy also aims to:

- Make a happy transition from home to school and year group to year group.
- Support all children towards independence and develop 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 who might be considered vulnerable.
- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new phase.

Principles that underpin the Policy

This policy reflects the principles established within the school's Teaching and Learning policy.

- Approaches to teaching and learning are similar at the point of transition.
 - Planning is based upon assessment from the previous class or setting.
- The approach to teaching and learning will meet the needs of the individual classes without preconceived notions of what is appropriate for the key stage.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.
- The quality and pace of learning are maintained so that children continue to make good progress.
- Transition should be seen as a process rather than event.
- Parents and children should be informed and actively involved within the transition process.

Responsibilities

Responsibilities of

School

The school will provide a transition programme that ensures the continuity of education and provides the children with a positive transfer experience. Where appropriate, the school will provide tasks for the children to complete to aid the transfer process. The school will ensure that staff have a greater understanding of other phases, especially their practice and pedagogy. The school will ensure that appropriate records are kept and used during the transition process. We will design appropriate learning environments that are stimulating and provide multiple opportunities.

Pupil

Pupils will be involved in the transition process by sharing their thoughts and feelings.

Parents

We aim to create good communication between home and school. It is essential to create a happy, supportive and effective relationship. Parents will be kept informed throughout the transition processes. Parents will support their child through the transition process and assist them with any tasks set.

Inclusion

Equal Opportunities

We aim to encourage all children to achieve to the best of their ability regardless of the gender, race, language, learning needs or abilities. Each child will be given equal access to all aspects of the transition process.

Children with English as a second language are valued and there are opportunities and support to develop and use their home language.

Gender

We aim to plan activities and opportunities to meet the needs of both boys and girls. We will provide safe and supportive learning environments where gender stereotypes are challenged.

Special Educational Needs

We aim to work closely throughout the transition process to support any children who have been identified. We work in partnership with parents, SENDCo, Head teacher and appropriate outside agencies. All information and records will be handed over and meetings will be arranged to clarify information concerning the child, if appropriate.

Monitoring

Monitoring will be carried out by Head teacher, Key Stage Leaders, EYFS Leader and SENDCo. Monitoring is an on-going process and can be formal or informal.

Evaluation

All staff are responsible for monitoring the effects of the policy. All staff evaluate practice informally and formally. This information will be used to inform future planning and processes. Success will be measured against achievement of aims.

Complaints

If a parent is concerned about their child they are asked to arrange to speak with a member of staff. If a formal complaint is made then the guidelines set out in the 'Parental Complaints Procedure' will be followed.