



St Paul's Church of England Primary School Transition Policy

Adopted by: Children, Families and Community

On: Wednesday 21st October 2015

Review: Autumn 2018

School Aims:

Caring for all: Growing with God

The central Christian ethos of the whole school community promotes a reflective, caring and respectful attitude towards others and the environment.

- There are high expectations of all members of our school community and success in all areas is celebrated.
- We strive to use our resources effectively and support our staff in their professional development, thus enabling all our children to become successful, happy and confident.
- We foster a proactive attitude towards the new technologies, thus providing further opportunities to support learning throughout the school.
- We encourage children to be involved in their own learning and to have positive self-esteem, enabling them to take a full and valuable part as citizens in the wider community.
- Our school values each child. We encourage all children to maximise their potential in all areas of the curriculum and their personal development.
- We are committed to the idea of equal opportunity regardless of gender, race, colour or creed.

Diversity Statement:

A whole-school approach is used to promote racial equality and eliminate racial discrimination. St Paul's Primary School publicly supports ethnic, cultural, religious, linguistic and social diversity and actively fosters good personal, community and race relations. Diversity is recognised as having a positive role to play within the school and the school recognises the importance of language to a person's sense of identity and belonging.

Racial discrimination will not be tolerated in St Paul's Primary School.

Children are prepared for life in a multicultural society. They are taught that, nowadays, people in Britain come from a variety of cultural backgrounds and ethnic origins and, as such, might have their own distinct language, religion, and culture – including such aspects as dress, food, music, literature and customs. We aim to help children to develop the necessary knowledge, understanding, skills, attitudes and tolerance with which to play a full and active part in our multicultural society.

Equal Opportunity Statement:

Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender and disability. A good education for all our pupils is possible only if equal opportunities practices are an integral feature of all aspects of the life of the school.

Aims

Our aim at St. Paul's is to provide opportunities which will help pupils:-

- Explore their lives and lifestyles and how they have been influenced by events in the past.
- learn about significant people, including themselves and their families,
- study people, events and places from the recent and more distant past,
- investigate people, events and places from their local area, United Kingdom and in other parts of the world

Transition Policy Statement:

At St Paul's Primary School, we recognise that *transition is a process, not an event*. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child.

Definition: In this policy, the term 'transition' is used to describe the movement that takes place from one familiar setting (including the home) to another.

Aims:

At St Paul's Primary School we will:

- Encourage parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and for the transition to each new year group.
- Make a happy and seamless transition from home and/or pre-school to school and from year group to year group.
- Support movement between sites as children move through year groups.
- Support all children towards independence and develop their confidence and ability to cope with change.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon, particularly in regard to children with Special Educational Needs or English as an Additional Language.

At St Paul's children experience many different transitions:

- Entry from Home/ Preschool into Nursery
- Moving from Nursery to Reception
- Moving from Reception to Year One (Key Stage One)
- Moving from Class to Class
- Moving from the St Paul's site to the Alexandra House site
- Leaving Year Six and moving to Secondary School

Each of these transitions is a unique phase which has its own challenges and expectations.

Our Practice:

From Pre School to Nursery:

- Head Teacher leads tours of the school for prospective parents
- Parents are invited to the Nursery Welcome Meeting (July), meet the Class Teacher and receive their welcome/information pack
- Practitioners attend the LA organised transition event; meeting with local preschools to discuss the children's learning needs
- Practitioners receive the LA produced tracker documents for children starting St Paul's
- Practitioners carry out home visits/ in school visits for each child (September)
- Staggered entry for children
- Parents are invited to stay for the first hour of the children's first session
- My first day at school observations sent home to Parents

- Class Newsletter and Curriculum Overview sent home at the beginning of each half term

From Nursery to Reception:

- Head Teacher leads tours of the school for perspective parents
- Parents are invited to the Reception Welcome Meeting (July), meet the Class Teacher and receive their welcome/information pack
- Practitioners attend the LA organised transition event; meeting with local preschools to discuss the children's learning needs
- Practitioners receive the LA produced tracker documents for children starting St Paul's
- Children are invited to spend the morning in their new classes (July)
- Practitioners carry out home visits/ in school visits for each child (September)
- Staggered entry for children
- Parents are invited to stay for the first hour of the children's first session
- My first day at school observations sent home to Parents
- Class Newsletter and Curriculum Overview sent home at the beginning of each half term
- Practitioners stay with the children in the dining hall and eat lunch with them
- Autumn Term provision mirrors Nursery practice
- Additional adult support provided in autumn term for vulnerable pupils??

From Reception to Year One:

- Head Teacher leads tours of the school for perspective parents
- Parents are invited to the Moving from Reception to Year One Meeting (July), and meet the Class Teacher (PowerPoint displayed on the school website)
- Reception children attend whole school events, including church services (see table)
- Reception children visit the Alexandra House site for playtime (Summer Term Two)
- Children are invited to spend the morning in their new classes (July)
- In Summer Term Two Reception provision to include elements of KS1 practice including whole class inputs, whole class teaching sessions
- Autumn Term One provision to mirror Reception practice
- Additional adult support provided in autumn term for vulnerable pupils??

Transition in Subsequent Years (Yrs1 to 6):

- Head Teacher leads tours of the school for perspective parents
- Parents and children new to the school meet the Head Teacher and Class Teacher
- Meet Your New Teacher transition morning (Summer Term)
- Staff INSET session dedicated to transition and passing on information about the children e.g. IEP's, groupings
- Parents offered the opportunity to meet their new teacher during Celebration Evening
- Class rules completed during the first week

In Year Admissions:

- Headteacher or senior staff member meets family, gives a tour of the school and collects and shares basic information in readiness for a pupil's transition in to the school.
- Parents and children new to the school visit the school to meet staff.
- Parents receive an information pack.
- Previous setting contacted for all pupils.
- Children with SEN, SENCo contacts previous setting and may visit to receive information.
- Records from previous setting made available to class teacher and SENCo.

Transition into Secondary School:

- Parents invited to attend the Year 6 Secondary School Meeting (Autumn Term One), visit Secondary School open evenings and complete the LA form
- Children attend a secondary transfer day and work on a transition unit of work

- SENCo arranges extra visits for vulnerable children and meets staff of receiving secondary schools
- TA/ Learning Mentor runs transition group for vulnerable children SENCo prepares SEN records for transfer
- End of year reports and SAT's results sent on to secondary schools
- Common transfer files completed and sent to secondary schools

The Governors will review this Policy as part of the School's identified cycle