



# TRANSITION & INDUCTION POLICY

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## Rights Respecting School

As a Rights Respecting School, our policies are all developed and reviewed taking into account UN conventions and the rights of every child. Articles that relate to our Transition policy are:

- \* Article 23 (children with a disability)
- \* Article 28 (right to education)
- \* Article 29 (goals of education)

## Rationale and Aims

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It can also refer to transitioning between schools, key stages and Year groups.

At Highfields primary school we endeavour to make the points of transition as smooth and as stress-free as possible for pupils, parents and staff.

We place liaison with colleagues at the centre of the transition procedure. The procedure set out in these guidelines will serve to make the transition easier and calmer.

Admissions to Highfields Primary School fall under the Admission Policy of Sandwell Local Authority.

## Equal Opportunities and Inclusion

We recognise that for some children transition may be an especially stressful period of time that can affect their progress. We will endeavour to identify those requiring special attention/support at an early stage and the receiving teacher made aware of this. Within school we have an enhanced transition procedure for those identified children, which might include extra visits or a personalised transition book.

## Transition into Nursery

Applications for Nursery places are made directly to the school. Children begin Nursery in the academic year of their 4<sup>th</sup> birthday. All children begin in September and are entitled to 15 hours of Nursery Education. Children are allocated places in either the morning or the afternoon sessions. Whilst parental preferences are taken into account, we cannot guarantee that these are always met.

Initially, there is a staggered induction for children starting in Nursery. At Highfields we start with a small group of children on the first day of the week, every other day more children come in and join that initial group of children so the class steadily grows. Our aim is to have *all* children fulfilling all of their hours within 2 weeks. For some children starting school can be especially stressful and so we monitor the children during this transition period, however for those children who settle in quickly we encourage them to fulfil all of their hours immediately.

## Home Visits

For parents with no prior link to the school, entering school premises and meeting teachers can be a daunting prospect therefore before a child starts in Nursery they will have a home visit. The home visits

last around 20-30 minutes and they are an opportunity for parents and children to meet the Nursery Teacher and to start to establish links between home and school. For parents, home visits are a chance to ask any questions and complete any paper work school needs for the children. Our home visits are usually done within the summer term.

### Stay and Play

Before starting in Nursery there are opportunities for parents and children to come into school. Our 'Stay and Play' sessions give parents and children the opportunity to spend time in nursery together and meet the other members of staff/Key Workers, children and parents.

### Previous Setting Visits/Meetings

Once children begin their school life they will be supported during transition periods between every year group. We also recognise the importance of transition **before** children start at Highfields. Staff will liaise with prior settings either through telephone conversations or, wherever possible, face to face meetings at the previous setting.

### Parent Walk Around

When parents contact the school to enquire about enrolling their child at Highfields they are offered a 'walk around'. This is where the Head teacher or Deputy Head teacher shows the parent (and child/ren) around the school. These are encouraged as it gives parents the opportunity to ask any questions they may have and gives them a feel of the school before they commit to a setting.

### Parent Meetings

There will also be a meeting for all the parents of children due to start nursery. This is where any final questions can be answered, parents are able to order school uniform and they will be given the finalised start dates for their child.

### Transition into Reception

Children move into Reception in the academic year of their 5<sup>th</sup> birthday. There are two Reception classes, with 30 children in each. Some children will be familiar to Highfields as they will have attended our Nursery, whilst others may have attended different settings or have been at home. The Induction procedure differs as a result of this and is as follows:

#### **Children who have been to Highfields' Nursery**

Children who have been to Highfields Nursery will already know the Reception staff and will be given opportunities to work and play with Reception children throughout the year. In the summer term we run parent meetings. This is again an opportunity to ask any questions, meet staff and receive finalised starting dates.

#### **Children who are new to Highfields**

Children who are new to Highfields Reception classes are offered home visits, previous setting visits and parent meeting (please see Transition into Nursery section). Parents (or another adult family member) are

also invited to join us for a 'Stay and Play' session. These sessions are a great opportunity for parents to spend time with their child/ren in their classroom carrying out a range of creative activities linked to a theme. Parents can choose whether they would like to attend a morning or afternoon session, again, whilst parental preferences are taken into account, we cannot guarantee that these are always met.

### Organisation of Classes

Highfields is a two-form entry school, with two classes in each year group. As we try to ensure that classes are balanced in terms of gender, ability and any individual needs, from time to time, classes may be re-organised for the beginning of an academic year. If this is the case, children will be asked to name two friends that they would like to be in a class with and all efforts will be made to ensure that every child has at least one friend that they are with. Parents will be advised of which class their child will be in before the summer break.

### Transition in subsequent years of the school

To aid transition between year groups the following is in place:

- Whole school uses TPP (Transition Plus Pathways) which is an electronic system used to highlight any children who may need extra support during transition.
- Whole school assemblies three times a week
- Children are encouraged to share 'good work' with teachers in other classes
- Throughout the year, there are shared assemblies and project based opportunities where children throughout the school mix together to enable them to get to know other children and staff
- Teachers meet in the summer term to discuss all children and to transfer records
- Transition Day, where children will spend a day with their new teacher and in their new classroom during the summer term.
- Links are established with our local secondary schools and from time to time, children will have the opportunity to have a lesson and/or a sequence of lessons in a secondary school environment. Teachers from these secondary schools also come and teach the children at Highfields.

### Transition from Y6 to secondary schools

Highfields feeds into a range of secondary schools; some in Sandwell, some in Dudley and also Grammar schools. The list of where children are going is provided by the Local Authority who manage the admissions.

### During the Summer Term

- Staff from Secondary schools visit Highfields and meet face to face in a formal meeting with our Year 6 teachers to discuss a child's level of ability, special educational needs, and any other information relevant to the well-being and development of the child.
- Predicted SATs levels are sent to secondary schools to facilitate groupings for September with actual results being sent as soon as they are available.

- Children will visit their new secondary school for at least one day, depending on which school they are transferring to, during July.
- School offers small transition groups led by our staff to provide extra support to children with their transition.
- Some secondary schools provide a 'buddy' for our year 6 children and pen-pal style letters are exchanged.
- We provide TPP (Transition Plus Pathways) information electronically to Sandwell schools.

### Children who have SEND or may be particularly vulnerable

- As part of the annual review process, parents of children with an EHCP will have a review meeting where transition needs are highlighted for the new school. Extended transition arrangements can be discussed during this meeting if required.
- Extended transition arrangements can be planned at any point of transition points in school. Examples of things that can be planned in include additional visits to see new classroom, toilets, playground (where different) and in some cases, staff will produce a book with photographs in for the children to look at during the summer break to support transition to the next stage of their development.
- Medical alerts are passed onto the next teacher and this information is shared during the face to face hand-over between the sending and receiving teacher.

### Induction Process for children admitted at a time other than at the beginning of an academic year (in-year transfer)

- When a place has been offered and accepted, the parents, carers or guardian of the child will meet with the Head Teacher or Deputy Head and/or join the Head Teacher/Deputy Head in a walk around of school.
- If appropriate, the Inclusion Team will be informed of the admission.
- Records will be requested from previous settings.
- New children will be assessed quickly and placed in appropriate groups where applicable.
- A buddy will be provided to help the new child integrate.

### The Induction of children who are new to the country

- The Head Teacher/Class Teacher/SENCo/EAL support worker will gather information on the language background of each child and on any previous educational experiences.
- Parents will be given a welcome pack (which may be translated into the appropriate language if necessary).
- Children will be placed, wherever possible in a class with a child speaking the same language.
- The school will draw upon its community to introduce speakers of the same language to the family in order to ease transition of both the pupil and the family into the school community.
- The new family and pupil will be shown around the school.
- A buddy will be identified for the child; ideally someone with the same language to ensure that the child can find their way around school and ask any questions.
- The child will be given time to settle and allowed to be silent if they wish.

- Class Teacher/support staff will carry out initial assessments.
- EAL support staff will be deployed to the child/ren with extra sessions if necessary, provide appropriate resources to facilitate a smooth transition, liaise with the class teacher with regards to appropriate support and report to the SENDCo with necessary assessments and progress.

### Monitoring and Reviewing the policy

The Head/SLT will be responsible for this policy. The impact of this transition will be monitored.

### General Data Protection Regulation

The General Data Protection Regulation provides a framework to ensure that personal information is handled properly. Personal information in school is managed in accordance with the requirements of the General Data Protection Regulation (GDPR). For further details of how we manage personal data, please see our privacy notice, which can be found on our school website <http://www.highfields.sandwell.sch.uk/our-school/3980-privacy-statement.html>. School's Data Protection Policy and Records Management Policy can also be found on our website.