



Transition Policy

Early Years and Key Stage 1

January 2023

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Statement of intent

Transitioning into an early years setting, and through different stages of the early years and into KS1, can be an anxious time for young children. At Hillview Primary and Hillview Early Years, we aim to make children's transitions into and within the early years as effective as possible, in order to reduce their anxieties and make transitioning as pleasant and exciting as possible.

In line with the DfE's 'Statutory framework for the early years foundation stage', our goal is to ensure children's 'school readiness' and to provide them with the knowledge and skills that prepare them for good future progress through school and life.

We recognise that:

- Every child is unique.
- Positive relationships nurture children to be strong and independent.
- Enabling environments encourage good learning and development.
- Children develop and learn in different ways and at different rates.

At Hillview Primary and Hillview Early Years, we apply the above principles throughout children's journeys through the early years, including during periods of transition, to ensure all children are prepared for the next stage in their education.

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to, the following:

- Childcare Act 2006
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Data Protection Act 1998

1.2. This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2016) 'Keeping children safe in education'

1.3. This policy should be read in conjunction with the following school policies:

- **Health and Safety Policy**
- **EYFS Policy**

2. Definition

2.1. For the purpose of this policy, "transition" is the movement that takes place between a setting, year group or key stage, and describes the practice that is adapted to support children to settle into their new learning environment in preparation for future learning and development.

3. Roles and responsibilities

3.1. The head teacher has overall responsibility for the implementation of the Early Years Transition Policy.

3.2. The lead for Foundation Stage and Key Stage One is Mrs Jenn Sheppard. The Manager at Hillview Early Years (HEY) is Mrs Sarah Wood. They will be the lead practitioners in the transition processes throughout Hillview Primary and Early Years. They will ensure continuity

of support through the process and make contact with other professionals involved, as well as parents and pupils.

- 3.3. The lead practitioners have overall responsibility for the organisation and management of transition activities, both on and off-site.
- 3.4. All staff members are responsible for ensuring that confidential information is not shared unnecessarily, and personal data concerning children is only disclosed on a need-to-know basis.
- 3.5. Practitioners are responsible for following this policy and for ensuring that children act in accordance with the policy at all times.
- 3.6. All practitioners supervising transition activities are responsible for ensuring that first aid equipment and any necessary medication is accessible at all times, including if transition activities take place off-site.
- 3.7. Practitioners are responsible for planning transition activities that ease children's anxieties and make them feel prepared for their next stage of learning.
- 3.8. The lead practitioner supervising transition activities is responsible for ensuring that children are appropriately registered twice a day.
- 3.9. The special educational needs coordinator (SENDCo) is responsible for working closely with the lead practitioner in order to develop individual transition plans tailored to the specific needs of children with additional needs.
- 3.10. The lead practitioner supervising transition activities is responsible for meeting with KS1 leaders to discuss children's needs.

4. Planning transition activities

- 4.1. Practitioners should ensure that children are given opportunities to talk about their concerns and to ask questions.
- 4.2. Practitioners should uphold informative communication with parents that provides the opportunity to extend ideas.
- 4.3. During the transition process, regular meetings should be held between the professionals involved on either side of the transition to establish a shared, cohesive approach, and to ensure there are no conflicting expectations of children.
- 4.4. Transition plans should include a handover between practitioners, through an early years transition report.
- 4.5. Practitioners should make transition plans that allow children to visit their new setting, and for the next member of staff to visit the children in their current setting.
- 4.6. Transition activities should have children's wellbeing as a central priority.
- 4.7. Transition activities should be planned as a gradual process, rather than a singular event.
- 4.8. Transition activities should create opportunities for children to develop self-care skills.

- 4.9. Transition activities should be approached with creativity, acknowledge children's anxieties, and focus on core skills, while allowing for children to take part in enjoyable activities.

5.

Transition into Hillview Early Years

- 5.1. Parents who have expressed an interest in HEY are invited to bring their child to a series of open days throughout the year. The school may also arrange individual visits, subject to appointment.
- 5.2. Children from local nurseries are invited to attend play sessions at HEY in the weeks leading up to the child starting.
- 5.3. The HEY practitioners also contact previous settings in an attempt to share learning records and obtain any information about children, particularly those with special educational needs and disabilities (SEND).
- 5.4. Children who are set to attend HEY are invited for a play session with their parents in an organised Stay and Play session, in addition to other organised play sessions, during the term before they are due to start.
- 5.5. Practitioners should engage in warm exchanges with both parents and children to help ease the separation anxiety that can often occur.
- 5.6. Areas are made available for parents to meet and interact with practitioners, each other and their children as they enter the nursery.

6. Transition into Reception

- 6.1. HEY children work with the Reception class at various times throughout the year for different events, such as the Christmas Nativity, Christingle and a joint school trip. HEY children regularly use the school hall for their Physical Activity and use the KS1 playground for PA on a daily basis. They share the KS1 playground at lunchtimes.
- 6.2. HEY use the vast grounds including the pond area and Forest School and KS1 playground.
- 6.3. HEY and Reception children share an outdoor area during Continuous Provision, and often integration between the settings is encouraged.
- 6.4. During the Summer term, before entry to Reception:
 - Joint activities are organised for HEY and Reception children.
 - HEY children spend a series of sessions in the Reception classroom with the Reception teacher and teaching assistant.
 - HEY children can attend some of the shorter assemblies in the main hall.
 - Staff swap - to allow the new class teachers and support staff to get to know the children and vice versa for a morning a week for Term 6
 - HEY children to have their lunch in the hall to experience lunchtimes in the last three weeks of Term 6.
- 6.5. Prior to the children entering Reception:

- HEY practitioners will complete assessments on each child based on the early years outcomes, and provide these to the Reception staff.
- The Reception Teachers and support staff visit the home of each child starting in Reception to see the child in their home environment. This also gives the parents the opportunity to ask any questions.
- Parents have the opportunity to attend an information evening with the Headteacher, and the child's Reception class teachers.

6.6. During the first term:

- Children will be staggered into the Reception class over three weeks in three equal sized groups of 10, starting with the youngest children first.
- Each group will come to school on the first 2 days until lunchtime, the next day will include lunchtime and by the fourth day they will be in school full time. This enables all children to be in school by the beginning of the third week of term.
- Reception classes follow the same routine as nursery as much as possible.
- A parents' evening in Term 2, is held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

6.7. Throughout the year, parents are encouraged to share any information, concerns or successes with staff.

7. Transition into KS1

7.1. In Term 6, in which a child reaches the age of five, and no later than 30 June in the Summer term, an EYFS Profile must be completed for each child.

7.2. The EYFS Profile must provide an outline of the child's progress, assessed against the early learning goals, and their readiness for Year 1.

7.3. During the Summer term, prior to entry into Year 1:

- Reception class will be visited by the Year 1 teacher for story time
- Extra sessions in the Year 1 classroom with their Year 1 teacher and teaching assistant will happen, as part of staff swap as well as the 3 'Move up' transfer days.

7.4. Prior to the children entering Year 1:

- Reception teachers complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing and suggested pupil groupings and any SEND information are all passed on from the Reception teacher to the Year 1 teacher.

7.5. During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, remains similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children continue to be assessed on the EYFS Profile, if appropriate.
- Consideration is given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 is introduced gradually over Terms 1 and 2 as needed.

8. Parental involvement

- 8.1. Parents of children who are at the age of transitioning within their education, are given the opportunity to attend an individual meeting with their child's classroom teacher to discuss their progress, any concerns and transition arrangements.
- 8.2. Parents of vulnerable children will be continuously involved in tailoring transition activities to their child's needs.
- 8.3. SEND, e-safety and parent/teacher consultation meetings are held at Hillview Primary and Early Years during the Autumn term in order to discuss transfer arrangements, pupil wellbeing and the possible effects of the change in learning environment.
- 8.4. Consent forms will be sought for children's learning to be accessed on Twitter and Newspapers, as well as sharing Learning Journal photographs.

9. Health and safety

- 9.1. All staff members involved in transition activities have a duty of care and a responsibility to ensure the safety and welfare of the children involved.
- 9.2. The educational visits coordinator has a duty of care to all participants of transition activities that take place off-site, including staff, and will therefore ensure that the necessary safety measures are taken where an educational visit forms part of a transition plan.
- 9.3. If transition activities pose any new risk, a thorough risk assessment must be completed in line with the **Health and Safety Policy**.
- 9.4. Practitioners, support staff and volunteers will receive the necessary training needed to partake, supervise and lead transition activities.
- 9.5. Practitioners and support staff will receive regular and ongoing training regarding the implementation of transition activities as part of their CPD.
- 9.6. The headteacher is responsible for ensuring that all staff members and volunteers involved in any form of regulated activity with children have undertaken a valid DBS check.
- 9.7. Staff members involved in transition activities will ensure that children are supervised at all times by suitably qualified individuals who has undergone the appropriate security and safeguarding checks.

10. Children with additional needs

- 10.1. Practitioners must recognise that transition can be a particularly anxious time for those with additional needs in terms of speech, language and communication development and/or physical, health and general development.
- 10.2. The SENDCo holds regular meetings with the practitioners as well as parents of children with SEND to discuss transition and to facilitate liaison with other professionals.
- 10.3. Reasonable adjustments for transition plans, as well as medical requirements, must be discussed at transition meetings.
- 10.4. Education, health and care plans must be transferred on to the next phase alongside the child's records, as outlined in [section 11](#).
- 10.5. Extra opportunities for children with SEND to visit their next setting may be organised as part of their tailored transition plan.

11. Transferring information

- 11.1. Practitioners will forward children's records on to their next learning stage in good time prior to the children beginning the next stage of their education.
- 11.2. Practitioners will deliver children's records by hand, in the interest of networking and establishing good communication links. All records will be signed for by both parties.
- 11.3. If practitioners are unable to deliver records in person, they should telephone the receiving practitioner before sending the records, and include a contact name and number.
- 11.4. Practitioners may request feedback about children's records in order to help them develop their record-keeping practices.
- 11.5. If a practitioner does not receive children's records, they should request them.

12. Monitoring and review

- 12.1. The headteacher will review this policy on an annual basis, taking into account feedback from practitioners on the effectiveness of the identified support for transition, and in light of changes to the law or statutory guidance, and will make any changes necessary.
- 12.2. All early years practitioners and Year 1 members of staff are required to familiarise themselves with this policy as part of their induction programme.

Review Date: January 2024