



# Ashfield Primary School

## Otley Pool and Bramhope Extended Services Cluster

### Transition Policy



#### **1 Our Aims**

- To ensure a smooth transition for children in our cluster moving into and through different stages of their education, maintaining consistency and progression in learning and personal development.
- To make this possible through effective dialogue and information-sharing amongst families and professionals.
- To ensure that the needs of children and young people are of prime importance when planning for effective transitions at all stages.

#### **2 What is Transition?**

Transition occurs at any point when a child or young person moves from one setting/ context to another. Common to almost all children are:

- From home to Early Years Foundation Stage (EYFS) provision (including Private, Voluntary, Independent [PVI] and School settings)
- From Early Years provision to Primary School
- Between year groups at Primary and Secondary School
- Between Key stages (EYFS-Key Stage 1; Key Stage 1-Key Stage 2; Key Stage 3-Key Stage 4; Key Stage 4-5)
- From Primary to Secondary school
- From school to employment
- From school to Further or Higher Education

Some children will also experience in-year transition, for example necessitated by a relocation or change of staffing.

Some children will make the transition from mainstream school to resourced or specialist provision.

Transition arrangements might be universal, ie applicable to all, or highly individualised and personalised to take account of specific needs and circumstances.

In this policy, 'setting' is used to cover EYFS settings and school settings (Primary and Secondary, mainstream, resourced and specialist).

#### **3 Who should be involved?**

- Children, families, practitioners and professionals all have a role to play in ensuring effective transition and the key to success is dialogue about the children involved and what they need

## **4 Principles of effective transition**

- Effective communication between practitioners
- Parental engagement
- Pupil engagement, where appropriate
- A thorough, age-appropriate induction programme
- A focus on both continuity and progression in learning and personal development
- A child-centred approach taking account of individual needs and circumstances where appropriate

### **4a Effective Communication**

A transition meeting and/or conversation between the child's key-person (eg parent, key-worker, class teacher dependent upon the age and stage) and receiving professional prior to beginning in the new setting should take place, to share key information relevant to the child or young person, including learning and achievement, emotional, social, health and care needs as appropriate. Barriers to learning and progress, along with strategies to overcome these form a key part of these discussions.

Relevant written records are shared and retained in line with current legislation and guidelines (see Information and Records Management Society guidelines).

### **4b Parental Engagement**

Parents are given key information about the new setting to enable them to support their child in adjusting to the new setting. Information to include practical and logistical information as well as about learning, curriculum and personal development, via printed literature and website information as appropriate.

When transferring to a new setting, parents are invited to an induction meeting (formal or informal) where they can meet key staff, look around the setting, receive key information and ask questions.

Parents are offered a home visit or invited to a meeting in which each child's needs can be discussed individually, including potential barriers to learning and progress and how these might be overcome.

### **4c Induction Programme**

Prior to beginning at a new setting, children are offered the opportunity to visit the setting, accompanied and/ or unaccompanied by a key person, in order to become familiar and confident with the setting and key staff there.

Children will be given the opportunity to meet key staff before beginning at their new setting.

The detail and length of a child's induction will depend on their individual needs and circumstances. For most children, a standardised induction process will be more than adequate to meet their needs. For others, a highly personalised, carefully structured and graduated approach will be more appropriate.

#### **4d Continuity and Progression**

The cluster is committed to joint working to ensure consistency of practice and judgements. To this end, opportunities are provided for colleagues to work together between primary school and secondary school and private voluntary independent early years providers to work together on an annual basis. Within-setting transitions, for example, between year groups, are managed by the setting but adhere to the same principles. Opportunities are provided for staff handing on and receiving cohorts and individuals to share information about learning and achievement, emotional, social, health and care needs as appropriate, prior to the annual points of transition. Children identified as requiring additional transition arrangements will be carefully planned for through joint discussion, including the SENCo where appropriate.

Information shared in this way is used to plan provision for individuals, groups and cohorts by the receiving staff in a manner which ensures continuity and progression for all.

#### **4e Child-Centred Approach**

At every stage of transition, the question of what individuals and groups of children and young people need in order to make a successful transition will shape the plans and actions of the professionals involved. As a result, transition arrangements will vary from stage to stage and from child to child.

#### **5a Transition between classes at Ashfield**

As part of normal in-school transition, all children will spend 3 days in their new classroom with their new teacher(s) and teaching assistant(s).

In addition, two staff meetings are disaggregated to allow teachers to discuss their whole class's needs as part of 'handover' meetings. In these meetings, the following points are discussed, to ensure the new class teacher(s) have an understanding of the children coming into their class:

- Attainment- strengths, difficulties, target areas and target children
- SEN, including individual and group programmes/ intervention Pupil Premium
- Personal and social: relationships and behaviour in school
- Medical and health needs: including allergies, toileting, medication
- Family context

#### **5b Transition between classes for vulnerable learners at Ashfield**

The following additional arrangements will be put in place during the summer term for children with SEN who are deemed vulnerable because of their additional needs, and for children who are looked after or have been adopted from care:

The third SEN meeting of the year will have a section for the pupil, parent and teaching staff to comment about transitions needs and have a discussion about how to make this as smooth as possible for all.

### **5c Transition to secondary school at Ashfield**

We have strong links to our local secondary school, Prince Henry's Grammar School which exist all year round so that from a young age, children at Ashfield become familiar and confident with PHGS staff and buildings. All children transferring to PHGS have the opportunity to attend cohort induction days. In addition, Ashfield staff meet with PHGS staff to share pastoral, learning and safeguarding information.

For children who have additional needs which will impact on their transition, these children are nominated for the Ambassadors Programme. This is a structured programme of additional visits organised by PHGS

This policy was developed by the Extended Services Cluster and has been adopted and augmented by Ashfield Primary School to reflect current transition practice in our school.

Agreed by the governing board of Ashfield Primary School

Next Review Autumn 2026