

WEST PARK ACADEMY

TRANSITION POLICY



Reviewed: July 2022

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1. Definition/ Introduction

In this policy, 'transition' describes the movement that takes place from one familiar setting 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.

Children at West Park Academy make several transitions:

- Into the Early Years Foundation Stage (EYFS)
- From EYFS to Year 1
- From one class to another
- From Year 6 to secondary school

2. Policy Aims

The staff at West Park Academy aim to use the transition policy to:

- Ensure there is a consistency across the academy in the approaches to transition
- Ensure that the pace and quality of learning are maintained so that children continue to make good progress
- Make children feel confident when moving through school and when moving to a new setting, supporting them in coping with change
- Ensure that any relevant information from staff members or outside agencies is acknowledged and acted upon particularly in regard to children with special educational needs
- Assist parents and carers in helping their child prepare for school and transition to each new year group/setting

3. Policy Principles

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents/carers, existing staff, receiving staff and, if age appropriate, with the child
- When children are transitioning into EYFS (Nursery), wherever possible our staff visit the child in their home (see home visits policy) and when starting Reception, staff visit the child in their Nursery if outside the academy or their home if they have not been to a nursery.
- Discussions and collection of information will focus on the whole child and not just their academic achievement e.g. family unit, interests, medical needs, likes and dislikes, routines
- Staff allocation gives particular attention to the particular needs of the children
- Planning is based upon assessment from the previous class/setting and there is a professional regard for the information from the previous setting/class

4. Continuity of Teaching and Learning

4.1 Transition from EYFS to year 1

'The transition between the EYFS and year 1 should be seamless. EYFS practitioners and year 1 teachers should work together to ensure that children's learning experiences in the final year of the EYFS are valuable in themselves and prepare the ground for their move to year 1. It is important that year 1 builds on the successful principles and approach encapsulated in the EYFS' (**Early Years Foundation Stage Profile Handbook 2018**)

At West Park Academy we aim to fulfil the principles of the EYFS handbook by ensuring a smooth transition from EYFS to Year 1.

- Y1 teachers will work to gather a good understanding of the Early Learning Goals (ELGs) so that they can make effective use of it to inform their teaching. They will work alongside reception teachers to consider practices and expectations
- Y1 staff will be given the opportunity to observe practice in the EYFS classrooms
- Opportunities will also be provided for Y1 TAs to work in EYFS classrooms
- Similarly, EYFS teachers will work to gather a good understanding of the Y1 curriculum
- Y1 teachers will work alongside reception teachers to build a consistent, shared understanding of what ELGs mean via internal moderation activities
- The children will take part in two transition days where they will have the opportunity to spend time in their new classrooms with the Y1 staff
- Children's work books from reception will be passed up to the Y1 teachers
- The Year 1 environment is set up to support successful transition, with both classes having access to outdoor provision

Before the children move from Reception into Y1, teaching staff from the EYFS and KS1 will meet to inform the future teacher of:

- The child's level of ability against the Early Learning Goals
- Their knowledge of letters and sounds
- Targets they are currently working on
- Their friendship groups
- Any special educational needs
- Medical information

Information for SEND children will be shared through use of the provision map, One Plan or EHCP

Once transferred to Year 1:

- Children will continue to work on the Early Learning Goals (ensuring they are mastered) and will be gradually introduced to the Y1 national curriculum depending on where they are in their own development. The foundation stage profile data will be used to inform planning in Y1
- The Y1 classrooms will aim to reflect the EYFS environment. Construction areas, role-play areas and reading areas will be set up in the Y1 classrooms and the classroom layout will support this. There will be less tables in the classroom to allow for continuous provision
- Opportunities will be given for child-initiated activity and they will have access to the outdoor learning environment
- Adults will be used well to support during the children's time in the continuous provision areas. Adults will extend the children's play and model the language depending on the learning outcome for the activity
- The child's lead will be followed and play activities which support their learning will be provided. Teachers and Teaching Assistants will use some of the Continuous Provision time to observe the children's play, which means they can further enhance the provision to extend the learning taking place
- Reception teachers will observe and work alongside Y1 teachers to ensure there is a consistency in their approach to teaching and learning
- A more formal approach to learning in Y1 will be introduced throughout the year. By summer term, children will all sit at tables for Maths and English lessons and any other lessons so that they are well prepared for Y2
- The areas will be planned using the ELGs (1st ½ term) and then the National Curriculum objectives following that. The provision in the areas will reflect the learning taking place that week

An example of a Y1 daily timetable by term:

[Autumn: A separate intervention timetable will be available](#)

| | |
|---------------|---|
| 8.45-9.00 | Welcome, register, children taught to be responsible for their own things - putting their reading books in the box, handing in homework etc. |
| 9.00-9.30 | Whole Class Phonics |
| 9.30-9.40 | Movement Break |
| 9.40-10.00 | English Input |
| 10.00-10.30 | Class split into 4 mixed ability groups – 1 of 2 groups will be working with the teacher or TA for a 15 minute English task. The other 3 groups are accessing Continuous Provision. Then the other group will complete work with the teacher/TA. The spare adult should be supporting in the areas based on the focus area for that week e.g. construction. (The other 2 groups will complete their work the next day.) |
| 10.30-10.50 | Break time |
| 10.50 – 11.10 | Maths Input |
| 11.10-11.40 | Class split into 4 mixed ability groups – 1 of 2 groups will be working with the teacher or TA for a 15 minute Maths task. The other 3 groups |

| | |
|---------------|---|
| | are accessing Continuous Provision. Then the other group will complete work with the teacher/TA. The spare adult should be supporting in the areas based on the focus area for that week e.g. construction. (The other 2 groups will complete their work the next day.) |
| 11.40 – 11.45 | Washing hands and preparing for lunch – flashcards/bonds to 10 etc whilst children wait for the others |
| 11.45-12.45 | Lunch |
| 12.45-1.00 | Share a story |
| 1.00-1.10 | Handwriting – 1 letter per day using the mantras, teacher demonstrates and supports children who are struggling with formation and/or size |
| 1.10-1.20 | Movement Break |
| 1.30-2.00 | Topic Input |
| 2.00-2.20 | Break time |
| 2.20-3.00 | Class split into 4 mixed ability groups – 1 of 2 groups will be working with the teacher or TA for a 15 minute topic task. The other 3 groups are accessing Continuous Provision. Then the other group will complete work with the teacher/TA. The spare adult should be supporting in the areas based on the focus area for that week e.g. construction. (The other 2 groups will complete their work the next day.) |
| 3.00-3.10 | Getting ready for home |
| 3.10-3.30 | Assembly |

Spring and Summer: A separate intervention timetable will be available

| | |
|---------------|--|
| 8.45-9.00 | Welcome, register and a register task e.g. sentence writing |
| 9.00-9.30 | Whole Class Phonics |
| 9.30-9.40 | Movement Break |
| 9.40-10.30 | English Input and all 4 groups working at tables completing the follow up activity. |
| 10.30-10.50 | Break time |
| 10.50 – 11.40 | English Input and all 4 groups working at tables completing the follow up activity. |
| 11.40 – 11.45 | Washing hands and preparing for lunch – flashcards/bonds to 10 etc whilst children wait for the others |
| 11.45-12.45 | Lunch |
| 12.45-1.00 | Share a story |
| 1.00-1.10 | Handwriting – 1 letter per day using the mantras, teacher demonstrates and supports children who are struggling with formation and/or size |
| 1.10-1.20 | Movement Break |
| 1.30-2.00 | Topic Input |
| 2.00-2.20 | Break time |
| 2.20-3.00 | All 4 groups working at tables completing the follow up activity. |

| | |
|-----------|------------------------|
| 3.00-3.10 | Getting ready for home |
| 3.10-3.30 | Assembly |

4.2 Transition from subsequent years throughout school

- Children will take part in two transition days in the summer term. This will provide them with the opportunity to: meet their new class teacher and any additional support staff; spend some time in their new learning environment and will allow them to work on the year group's curriculum content. The days are very much a chance for pupils and teachers to work together to plan for the new school year. The sessions aim to excite pupils about the challenges ahead and the excitement of moving on the learning journey. During this time, pupils can also ask questions to put them at ease before the summer break
- In the Summer Term, meetings will be held for parents so that they can informally meet their child's new class teacher at a 'meet the teacher' night. This will allow parents to introduce themselves and ask any questions or raise any concerns they may have for the next academic year
- Teachers will meet to discuss individual children. Discussions and collection of information will focus on the whole child and not just their academic achievement e.g. family unit, interests, medical needs, likes and dislikes, routines
- Books will be sent up with the child to the next teacher and in some cases will be used in the new year group (foundation subjects) so that the new teacher is able to measure the child's progress
- The provision map, which includes the child's current targets, will be shared and discussed. Any interventions that the child may have took part in will be included on the provision map

4.3 Transition from Year 6 to Year 7

The move from primary to secondary is a significant event in the lives of the children and their families. Pupils, typically, move from a relatively small primary school where they are well-known and taught all their subjects by one class teacher, to a large secondary school where they are taught by many subject teachers who each see them for a limited time each week. For some this can be an exciting time of new experiences and widening horizons. For others, however, it is a time of uncertainty, anxiety and a loss of confidence.

Pupils moving from Year 6 to Year 7 need to adjust:

- From being the oldest in their primary school to being the youngest
- To having to move around the school to different classrooms for different subjects
- To subjects being departmentalised, how these are timetabled and how different teachers teach them
- To greater value being placed on ability rather than effort
- To being grouped in classes for different subjects, often streamed according to ability
- To a different pastoral system and pastoral support.

At West Park Academy we aim to work in partnership with our Secondary feeder schools to ensure that the move from primary to secondary is as smooth as possible for all children. Sharing information between primary and secondary schools is an important part of this process. A positive experience of transition creates benefits for pupils such as increased confidence and improved learning outcomes. It also reduces anxiety for pupils and parents.

Once pupils have had their secondary places confirmed, in the summer term, before pupils make the transition from Year 6 to the secondary provider, staff from the primary school and secondary school will:

- meet with the transition lead from the feeder schools and discuss the needs of each individual moving up to their school – these conversations should be recorded and, if a paper copy is handed over, should be watermarked with the receiving school's name
- If a digital handover happens, the document should be password protected and a separate email containing the password should be sent
- may meet with English and maths leads from secondary to ensure continuity in the level of work for each child
- they will fill in a one page pupil profile for each child with key notes on the child to pass on to the secondary provider (these notes will then be uploaded onto CPOMS)
- organise any additional transition for those pupils needing further support and if necessary will set up further transition meetings between secondary feeder schools and parents/guardians

Transition for our secondary pupils does very much depend on which school they are attending as different secondary providers offer different activities for the transition of pupils.

Some of the things you may expect to see are:

- Stepping up clubs (if available by the secondary provider)
- Secondary staff attending meet the teacher events at primary school
- STEM science days and sporting events for Year 5 and 6 pupils held in secondary schools
- Year 7 pupils coming back to primary to talk to the Year 6s about their own experiences
- Transition days will take place in the summer term. Children will have access to their new setting and will meet some of their new teachers. The length of this transition period depends on individual secondary school plans

4.4 Transition for those pupils with additional needs (SEND)

At West Park Academy we value the fact that transition for some children can be a difficult and particularly stressful time, especially for those children with additional needs. Therefore, to ensure we can provide the best possible experience and support for all our pupils there are some extra measures in place for those pupils who need extra support during this time.

- If a child is moving to a new setting, staff will fill out a record of SEND transition documents to ensure that all the relevant information is passed on with the child. (Appendix 1)

- Providing them with a transition booklet, which includes information on the child's new teacher, teaching assistants, class timetable, reward systems and any other relevant information. Each booklet will be adapted to meet the individual needs of each child and completed with the child and their current key worker (Appendix 2)
- Holding additional meetings for parents/carers to ensure they have the correct support in place ready for the new term and address any concerns parents/carers may have
- Extra time will be put aside for teachers to meet and discuss individual pupils and to go through any relevant paper work such as EHCP plans so that we can ensure pupils continue to work on their current targets
- Pupils with SEND or any pupils requiring extra transition will be provided with a Year 6 transition profile. In this profile a plan will be put together with the SENDCO from the primary and secondary provider, parents, child and class teacher. The plan will outline the best course of action for the pupil regarding his/her transition (Appendix 3)
- Additional visits to the secondary schools with staff that they are familiar with from the primary.

Appendix 1**RECORD OF TRANSFER OF SEND DOCUMENTS**

| | | | |
|--|--|----------------------|--|
| Name of Child | | Date of Birth | |
| SEND Need | | | |
| EHCP Status | | | |
| UPRN: | | | |
| Name/s of Main Carer/s: | | | |
| Key Professionals Involved | | | |
| Is there an EHA for this family | | | |
| Key Information | Date child started West Park Academy: | | |
| | Attendance this year: | | |
| | Date left setting: | | |
| | Date child is to start : | | |
| | Main point of contact at : | | |
| Reason for Leaving | | | |
| School Contact Details | Current School Address: West Park Academy Alderman Leach Drive Darlington DL2 2GF | | |
| | SENDCO: Mrs A Nelson a.nelson@westparkacademy.org.uk | | |
| | Telephone: 01325 380792 | | |

SEND RECORDS TRANSFERRED TO:

Name.....

Position.....

Contact details.....

.....

LIST OF RECORDS TRANSFERRED:

1.....

2.....

3.....

4.....

5.....

Passed on by:

Signed.....

Position.....

Date.....

Received by:

Signed.....

Position.....

Date.....

My Transition Booklet



I am going to year 5

*INSERT
PHOTO OF
CHILD*

I will be in class 9.



My teacher will be Mrs Laing.



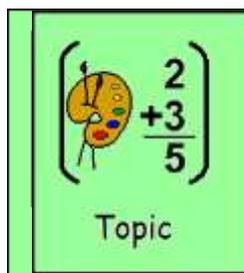
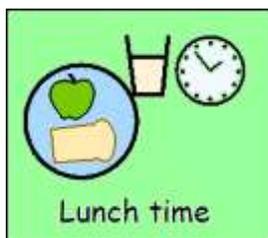
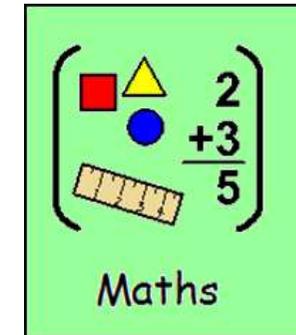
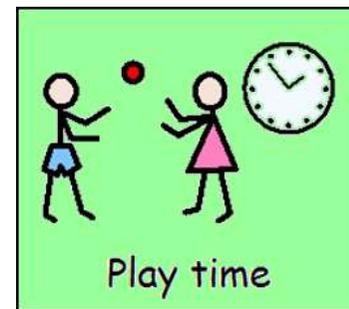
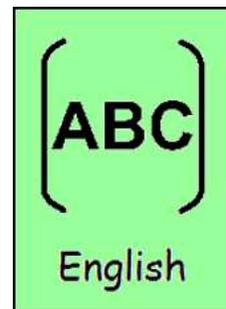
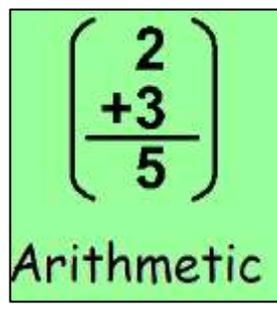
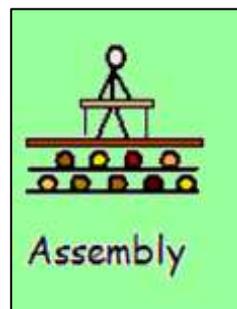
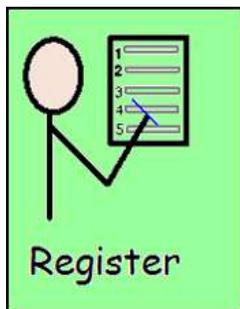
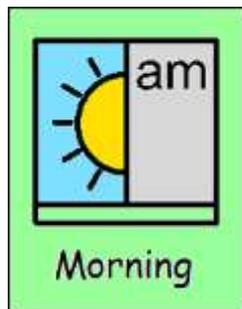
My teaching assistant will be Miss Coates.



Next door, in class 10, will be (Staff)...

A Typical Day in Year 5

My day will start at 8.45am and finish at 3.30pm



On a morning, I will line up in the playground. One of the Year 5 teachers will come out to get the class.

If I am finding it hard to concentrate on my work, I can work in the middle room.

Miss Coates will still support me to complete my work.

There will be a daily timetable at the front of the classroom to show me what I will be doing that day.

My Thoughts

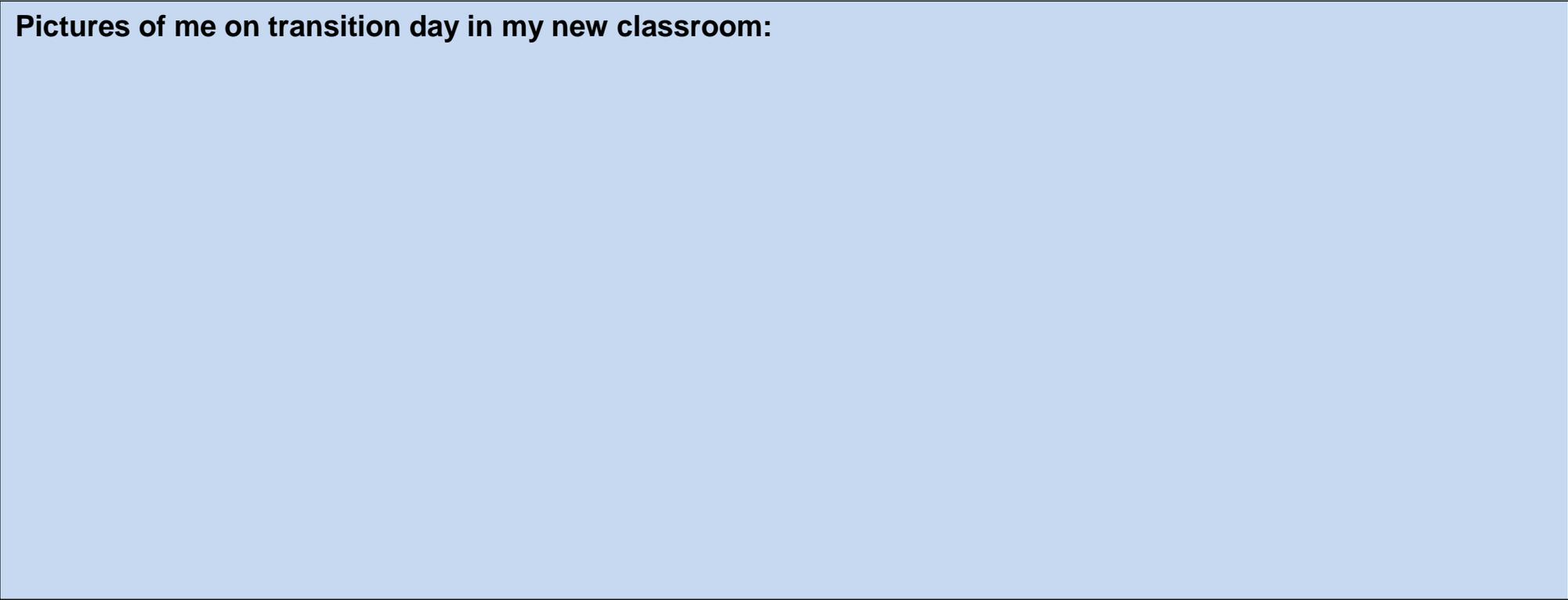
In year 5 I am looking forward to:

I am a little worried about:

Transition Day

Transition day is on the _____. This will give me chance to explore my new classroom and meet my new teachers.

Pictures of me on transition day in my new classroom:



West Park Academy

Year 6 Transition Profile

For (Example)



Completed by:

| Primary Need | Secondary Need |
|--|----------------|
| Social Emotional Mental Health Difficulties (SEMH) ADHD | |

Agreeing the Plan: I understand that the information in this plan will be shared with relevant parties on a need to know basis. By signing this plan I accept the contents as accurate and appropriate.

| | Name | Signature | Date |
|---------------------|------|-----------|------|
| Parent/Carer | | | |
| SENDCO | | | |
| Teacher | | | |

West Park Academy Pupil Profile

My full name is -

I like to be known as -

What people like and admire about me?

- I'm not boring
- I have a good sense of humour

What am I good at?

- I am good at football and maths
- I like the Xbox
- I am good at wrestling
- I am good at drawing – I've got lots of drawings and sometimes I draw all day.

What is important to me when I go to secondary school?

- It is important that I am with my friends and not forced to do my work really quickly
- I would like to go out at the same time as x does so I can see him
- It is important that it is not strict because I find that stressful
- I want to know everyone
- I would like to go to lots of sports events/ afterschool clubs but not swimming

How best to support me

- Not a depressing environment but a relaxed one
- Sitting next to someone I know and get along with so I don't argue with them
- Not too strict
- Being active. I don't like sitting all day. I need to have breaks
- I like to get to know the teachers - some people think 'miss' is rude so I need to know what to call them
- I will need a timetable so I know where to go
- I need lots of time to think
- I would like the school to help me keep my clothes clean at break time. I might need to get changed before I go out so I don't get muddy and then into trouble
- I don't like it when it's too cold in the classroom. I like it to be warm so I can concentrate

How were these views gathered:

Through 1:1 discussion with x

My Special Educational Needs: Completed by Class Teacher

Current Strengths

- _____ is working towards Age Related Expectations (ARE) in reading, writing and maths. He is on track for meeting the expected standard in his SATs in May.
- His concentration has improved since starting on his new medication
- The booster sessions _____ has been attending have worked well and _____ is now able to make inferences in his reading
- His capability in PE is very good.

Current Difficulties

- _____ still struggles to wait his turn and shouts out in class. He needs reminding to wait his turn and put his hand up. It is recognised that this impulsivity identifies with his ADHD and allowances are made
- _____ has a short attention span and can become easily distracted and he also distracts others
- _____ still struggles to see other peoples point of view

How I am currently supported

- _____ is currently supported in class by a teaching assistant (1:1) who works with him to keep him on task and stops him from distracting others. He is given regular prompts to keep him focused on the work but he does work in the classroom with all the other children and is not withdrawn for English and maths
- He sits at his own table
- He has regular breaks and is allowed to go to the toilet when he wants
- _____ comes for regular 1:1 booster sessions to help with his reading and maths

Educational History, Progress and Assessments

| Educational Placement History (previous schools/settings attended) | Type of Setting | Start Date | End Date |
|--|------------------------|-------------------|-----------------|
| West Park Academy | Primary | | |

| Primary - National Curriculum Assessment - Please complete fully (include previous year's levels) | | | | | | | |
|--|----|----|----|----|----|----|-------------------|
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Expected Progress |
| Speaking/Listening | | | | | | | |
| Reading | | | | | | | |
| Writing | | | | | | | |
| Maths | | | | | | | |
| Science | | | | | | | |

Transition Summary

To be completed in the transition meeting

| |
|--|
| Transition Meeting held at (Date & Location): |
| |

| |
|---|
| How has [insert name] and his/her family participated in this Meeting: |
| |

| |
|--|
| Who was involved in the Transition Meeting: |
| |

Please consider with the Young Person, family and professionals what's working and not working...

- At home and in my community
- In education
- With my health and healthcare (if relevant)
- With support from Social Services (if relevant)
- In other areas of life

| | What's Working | What's Not Working |
|-----------------------------|-----------------------|---------------------------|
| From my view | • | • |
| From the family view | • | • |
| From education | • | • |
| From health | • | • |
| From social services | NA | NA |
| From others | • | • |

Transition Plan

| No. | Agreed Outcomes | What will we do? | When will we do it? | Who will do it/How often will it be done? | How will we know if we have succeeded? |
|-----|--|--|--|--|---|
| 1 | <p>To ensure that x has a familiar face and builds some new relationships so that he feels more relaxed about moving to secondary school.</p> | <ul style="list-style-type: none"> • X will visit x Secondary school for further transition after SATs. • X will attend two PE sessions in year 6 at Polam Hall so that he can meet the other children moving up to year 7. • X will meet his potential TA so that he can begin to build a relationship with him/her and he will have a familiar face | <p>Friday afternoons (Times and dates to be confirmed)</p> | <p>A TA/ Mrs Graham will take x to Polam and stay with him on his visits.</p> <p>Polam Hall Year 6 staff/ children</p> <p>TA from secondary school</p> | <p>X will know who he is able to go to for support.</p> <p>He will know the names of some of his peers</p> |
| 2 | <p>To reduce x's anxiety over moving from year six to secondary school.</p> | <ul style="list-style-type: none"> • X will be shown around the secondary provider by the SENDCo. She will familiarise him with the schools behaviour systems and areas of the school that x can access. | <p>(Times and dates to be confirmed)</p> | <p>SENDCo</p> <p>TA/Mrs Graham – West Park</p> | <p>X will be excited about attending _____. He will be familiar with some of the schools rules and routines</p> |

| No. | Agreed Outcomes | What will we do? | When will we do it? | Who will do it/How often will it be done? | How will we know if we have succeeded? |
|-----|--|--|--|---|--|
| | | <ul style="list-style-type: none"> • X will be able to ask any questions | | | |
| 3 | <p>To ensure that x is able to discuss transition should he have any other concerns and access any support he needs so that he feels confident when moving up to secondary school</p> | <ul style="list-style-type: none"> • A transition booklet will be produced with x so that he is able to access it after his visits at home and in school • X will be able to discuss any further transition worries with his class teacher/ TA or transition lead. | <p>On x's visit to the secondary school</p> <p>As and when</p> | <p>TA/Mrs Graham/ class teacher</p> | |