

# Transitions

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## **Aims for the Policy**

We want our children to experience a smooth transition from one stage to the next, so that pace and quality of learning are maintained to ensure that children continue to make good progress.

## **Equal Opportunities and Inclusion**

The children and Parents are actively involved in the process of transition and their perceptions about transition are explored and valued. There are clear curriculum guidelines for pupils with learning difficulties at transition.

## **Principles That Underpin the Policy**

Approaches to teaching and learning are harmonised at the point of Transition. Planning should be based upon assessment from the previous class and Styles of teaching and learning should meet the needs of the individual child and not preconceived notions of what is appropriate. Children should enjoy new approaches at transitions. Transition should motivate and challenge children.

## **Transition from the Seedlings Room to the Saplings Room**

All children need to feel secure about moving to a new class and to ensure this takes place staff will communicate with children and parents so they are fully informed about the process of transition. Children from the Seedlings room are encouraged to partake in indoor and outdoor activities at regular intervals with children and staff from the Saplings room so that they are familiar with them when it is time to move up. Information is shared between key persons and parents through meetings, Learning Journeys and 'All About Me' sheets which allows for smooth transitions.

## **Transition from Saplings (The Nest) to Little Elms**

All children need to feel secure about moving to a new class and to ensure this takes place staff will communicate with children and parents so they are fully informed about the process of transition.

The child's key worker will identify child's likes and dislikes and favourite activities, toys and books and this information will be recorded in the 'All About Me' booklet and shared with the new key person. Parents are also encouraged to share information in the booklets regarding their child's interests at home and if necessary provide the child with their favourite toys or books to bring to the setting. Any other agencies involved with the child will be encouraged to contribute also in order that a holistic view of the child is gained.

Parents and child will be introduced to their future key worker and the Little Elms environment.

Parents are encouraged to discuss what is going to happen when at home with their child and to include names of staff members that will be caring for them in the discussion.

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The future key worker will carry out an activity once a week in the Saplings room with a group of children which include those children who are due to move up.

A week before the child is due to move up their key worker will introduce them to Little Elms room and spend a session with them.

Meetings are to be held between parent and both key people to discuss the child's personal, development in prime and specific areas of learning and share any further information which may include contributions from outside professionals.

When the child moves up to their new environment the appointed key worker will collect them from breakfast club if they start at 8.00 a.m. or ensure they are at the door to greet them if they arrive at 9.00 a.m.

Once the child starts attendance in the new classroom they are to be observed to see how they respond to the physical environment, adults, other children, materials and the routine. Individual planning and requirements will then be put in place based on these observations. The key worker will assess how the child has responded in the 'All About Me' book 6 weeks later.

## **Transition to a New School**

We encourage teachers from any child's future school to visit the child at High Elms Manor School so that the child sees the teacher in a familiar setting and the teacher can observe the child in an environment they are relaxed in.

A report and EYFSP is sent to the teacher to provide a good understanding of the child's stage of development.

## **Transition from Little Elms (Reception) to High Elms (Year One)**

The Early Years Foundation Stage is a separate stage of learning; we therefore need to plan for and manage the transition of pupils from Reception to Year 1.

The management of transition is part of the broader whole school approach to achieving good curricular continuity and progression in children's learning.

## **Personal and Social Needs of Pupils at Transition**

All children need to feel secure about moving to a new class and new Key Stage. To ensure this takes place, staff will communicate with children and parents so they are fully informed about the process of transition. Reception children will be prepared for transition to High Elms during the second half of the Summer Term by attending lunch times in the High Elms environment and play times after lunch. Children will also have opportunities to experience assemblies and to spend time exploring their

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new environment with their reception teacher/teaching assistants for some morning sessions. Friendship groups are encouraged once the children have moved up and staff ensure similar routines, expectations and activities that are continued from Little Elms in Year 1.

Staff will use the EYFS profile to build upon children's learning and ensure the EYFS curriculum is provided for those who have not yet met their ELG, provide a wide range of child initiated opportunities, set up within an exciting and stimulating classroom environment.

Little Elms and High Elms staff will work together to transfer EYFSP information and link ELGs to Medium Term Plans using a thematic approach. Staff will share information through the 'All About Me' booklet which parents and any other carers or outside agencies can also contribute to.

## **Assessment**

KS1 teachers will continue to use the EYFSP for those who have not yet reached their ELGs.