

Swift Academies

Pupil Transition Policy

Accepted by: The Rydal Academy LGB September 2015

Approving Body: Local Governing Body

Committee: LGB

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Introduction:

The Rydal Academy is fully committed to the welfare of each child and therefore care and attention is given to each stage of the child's transition whether it be on entry to the school at nursery or reception, within school from year to year, entry into school mid-year or transition to secondary school.

Aims of this Policy:

Entering a new situation (a new classroom and a new teacher) can be a stressful time, and some points of transition can be especially so due to the change of classroom or building, approaches and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aims of this policy to:

- Promote the smooth transition of children throughout their time at The Rydal Academy and beyond
- Prevent and alleviate stress
- Promote continuity of teaching and learning

Key factors:

- 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.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit.
- Relevant medical information alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information e.g. social care issues, special educational needs.
- Safeguarding information (all compliant with Data Protection Act) will be shared on a 'need to know' basis.

In house transition

Smooth transition within school will be encouraged by:

Transfer of records:

- Incoming teacher to read end of year reports
- Child assessment record sheets and data from pupil progress meetings.
- S.E.N details (inc. – SEN support plans, G&T, behaviour support plans etc)
- Class groupings for subjects– to be used as a guide
- Individual log ins

To ease the transition process the following are in place:

- Children in Year 2 and above are timetabled for breaktimes on both yards so children become familiar with aspects of all parts of the school site.
- All children have dinner in the KS2 hall and each sitting follows the same routine to ensure consistency for the children.
- Each class usually visits their new teacher's class as part of move up afternoon.
- During move up afternoon new teachers will share expectations and carryout 'getting to know you' activities with the children.
- The designated safeguarding lead, pastoral lead and SENco will be involved in the transition between classes and schools as part of the handover process.
- Teachers will meet in summer term to discuss individual children in new classes.
- One afternoon visit to new class and new teacher in July, 'moving up afternoon.'

Early years induction

Nursery

- On receiving application forms the admin assistant confirms receipt with parent/carer.
- The term before their third birthday children and their parents/carers are invited to attend weekly transition sessions for 6 weeks alongside other new starters and children's centre EYPs. Prior to admission parents/carers are given an admissions pack which contains a brochure, data forms, uniform information/order forms and also dates for starting and pre-visits.
- During the final transition session the Nursery practitioner will introduce children and parents/carers to all staff, show them the Nursery environment and allow children to play alongside their peers.
- All new starters are invited to two induction visits. At the first visit parents/carers are encouraged to stay with their child for the full session so that they become familiar with the routines. During the second induction visit parents are encouraged to leave their child for an hour to allow them to settle without their parent/carer. At the end of the pre-visit the Nursery practitioner will discuss with parents/carers how their child has settled.
- For those children moving from another nursery the decision to have one or two induction visits is made based on the child's age, maturity, needs and self-confidence.

Reception

- All children (from our Nursery and other settings) are invited to visit their Reception classroom for half a day. This enables children to meet their new teacher, TA and peers and become familiar with their new setting.
- An induction meeting is held with all parents to discuss starting school. Information about school, Reception, expectations and class information is shared. There are plenty of opportunities for parents to ask questions. Parents are given a welcome pack which contains a school brochure, admissions pack, starting school booklet, start date and times, uniform order form, induction visit information.
- Children attend for a half day on the first day of autumn term (without school lunch).
- Children attend full time from the second day of the autumn term.

Children joining the school

Parents and children invited to a meeting with the headteacher and given a tour of the school where questions can be asked and answered. Parents given a welcome pack. Once the child starts school:

The school office will:

- Phone the feeder school to enquire if the child has any particular needs regarding SEN, medical, vulnerability etc and pass this on to the class teacher and any other relevant staff (Mr Armitage, Mrs Truby, Mrs Thurland,) via email on the same day.

- Give the class teacher a copy of the information from the school transfer form which will include information on current school levels **before** the child starts in their class.
- Phone the feeder school to send on school books or Early Years records and deliver to the class teacher on the day of receipt.
- Ensure the parent /carer has completed a data collection sheet and update SIMS as soon as possible.
- Print out a set of book labels and a cloakroom label for the child and give them to the class teacher **before** the child starts school so books can be prepared and the child has a labelled peg to hang their coat on.
- Email the pastoral lead with dinner information
- Inform the ICT support and the Accelerated reader coordinator so the child can receive log-ins.
- Send email notification to Mrs Cartwright so she can ensure the child is put into a house team.

The receiving teacher will:

- Ensure the child has a buddy within the class for the first week to help them find their way around and ensure they are not lonely on the playground.
- Ensure the child is aware of fire procedures and location of the toilets.
- Ensure the child is made aware of the school system for rewards and consequences.
- Ensure the child is given a level appropriate reading book, reading record book, spelling list, homework book and homework sheet. (within the first week)
- Send out copy of the teacher's termly parent's letter.
- By the end of the first week carry out star reading test, maths assessment, extended writing.

Primary (Key Stage 2) to Secondary (Key Stage 3):

Pupils are offered the following to begin the process of secondary transition:

- Secondary schools are invited to carry out assemblies or taster sessions with year 5 and 6.
- Parents/carers and children encouraged to attend Open Days and Evenings; children's absences are authorised.
- Children encouraged to attend sporting and G&T sessions at secondary schools.
- Visit to new secondary school. (time dependent on secondary school requirements.)
- Pastoral lead to attend any transition meetings with local primary and secondary schools.
- Placed as an agenda item at LAPPS meetings.
- Year 6 teachers complete a profile of assessment and transition needs for each child for the Local Authority to distribute to secondary schools.
- Identified children (SEN, LAC, Children on vulnerable list) receive additional support before and after transition.
- Transfer of pupil records to secondary school.

Equal Opportunities

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language, vulnerable children, transition may be a stressful period of time that can affect their progress. Hence we will ensure we identify those children requiring special attention/support, whatever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this.