



WYBUNBURY DELVES
C of E Primary School

Early Years Transition Policy

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Statement of intent

Transitioning into an early years setting, and subsequently through different stages of the early years and into KS1, can be an anxious time for young children. At Wybunbury Delves CE School, 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.

Our goal is to ensure children's 'school readiness' and to provide them with the knowledge and skills needed to prepare them for 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.

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
- Education Act 2002
- General Data Protection Regulation
- Data Protection Act 2018

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 (2019) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE and Department of Health and Social Care (2015) 'Special educational needs and disability: code of practice 0 to 25 years'
- STA (2020) 'Early years foundation stage profile'

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

- [Health and Safety Policy](#) □ [Early Years Policy](#) □ [Special Educational Needs and Disabilities \(SEND\) Policy](#) □ [Data Protection 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 [governing board](#) has overall responsibility for the implementation of this policy.

3.2. The early years lead is responsible for:

- Ensuring continuity of support through the transition process and maintaining contact with other professionals involved, as well as parents and pupils.
- The organisation and management of transition activities, both on and off-site.
- Ensuring that children are appropriately registered twice a day when they are undertaking transition activities.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.
- Meeting with KS1 leaders to discuss children's needs.

3.3. All early years practitioners involved in transition activities are responsible for:

- Ensuring that confidential information is not shared unnecessarily and that personal data concerning children is only disclosed on a need-to-know basis.
- Following this policy and ensuring that children act in accordance with the policy at all times.
- Ensuring that first aid equipment and any necessary medication is always accessible, including when transition activities take place off-site.
- Planning transition activities that ease children's anxieties and make them feel prepared for their next stage of learning.

4. Planning transition activities

- 4.1. Practitioners will ensure that children are given opportunities to talk about their concerns and ask questions about transition activities.
- 4.2. Practitioners will communicate with parents effectively about the transition activities that have been planned.
- 4.3. During the transition process, meetings will 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 will include a handover between practitioners through an early years transition report.
- 4.5. Practitioners will 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 will have children's wellbeing as a central priority.
- 4.7. Transition activities will be planned as a gradual process, rather than a singular event.
- 4.8. Transition activities will create opportunities for children to develop self-care skills.
- 4.9. Transition activities will 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 Preschool

- 5.1. Parents who have expressed an interest in the Preschool 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. The early years lead also contacts previous settings to share learning records and obtain information about children, particularly those with SEND.

- 5.3. Children who are set to attend the preschool are invited for a one-hour play session with their parents, in addition to other organised play sessions, during the term before they are due to start.
- 5.4. Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.
- 5.5. For the first two weeks of the first term, children attend the Preschool in smaller groups to ensure their individual transition needs are met.
- 5.6. Areas are made available for parents to meet and interact with practitioners, each other and their children as they enter the Preschool.
- 5.7. For the first two weeks of the first term, the key practitioners will set aside time to spend with children in small groups.

6. Transition into Reception

- 6.1. Nursery children work with the Reception class at various times throughout the year for different events, such as the Christmas play, harvest celebration and singing events.
- 6.2. Nursery and Reception children share an outdoor area, and integration between classes is encouraged.
- 6.3. During the Summer term, before entry to Reception:
 - Joint activities are organised for nursery and Reception children.
 - Preschool children spend a series of sessions in the Reception classroom with the Reception teacher and TA.
 - Preschool children are allowed time to explore the main school building supervised by a member of staff.
 - Some lessons take place in the main hall to allow children to experience different parts of the school.
 - Preschool children attend some of the shorter assemblies in the main hall.
- 6.4. Prior to the children entering Reception:
 - The Preschool practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
 - The Preschool practitioners will advise the Reception teacher on favourable groupings for children.
 - Parents can attend an information session with the headteacher and an information evening with the child's Reception class teacher.
- 6.5. During the first term:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment.
- Children will stay in school until lunchtime; after two weeks, Reception children will attend for the full school day.
- As far as possible, Reception classes follow the same routine as nursery for the whole first term.
- Only the key practitioner will work with children when they join Reception, and gradually they will begin to work with other adults as the term progresses.
- A parents' evening 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.

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

7. Transition into KS1

7.1. In the final term of the year in which a child reaches the age of five, and no later than 26 June in that 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 children begin to join the main school on the playground during break, supported by a member of Reception staff.
- Reception classes adopt a modified timetable similar to the Year 1 experience.
- Reception children have sessions with the main school, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and TA.
- Reception children begin to attend more whole-school activities.

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, parent consultation records and suggested pupil groupings 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.

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 and children with additional needs will be continuously involved in tailoring transition activities to their child's needs.
- 8.3. Consultation meetings are held during the Autumn term in order to discuss transfer arrangements, pupil wellbeing and the possible effects of the change in learning environment.
- 8.4. Parents will be informed of transition activities via letter and will have the opportunity to withdraw their child from taking part if it is deemed necessary.

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 will be completed in line with the Health and Safety Policy.
- 9.4. Practitioners, support staff and volunteers will receive the 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 at least one suitably qualified individual who has undergone the appropriate security and safeguarding checks.

10. Children with additional needs

- 10.1. Practitioners 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 SENCO will hold termly 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, will be discussed at transition meetings.
- 10.4. EHC plans will 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 the relevant member of staff responsible for 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.
- 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.
- 11.6. Information will always be delivered securely, in accordance with the school's Data Protection Policy.

12. Monitoring and review

- 12.1. The headteacher will review this policy on an annual basis, considering 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. The next scheduled review date is January 2023.

All early years practitioners and Year 1 members of staff are required to familiarise themselves with this policy as part of their induction programme.

12.3.

Appendix – Early Years Transition Report Template

Name of child:		DOB:	
Current class year:		Name of current teacher:	
Name of previous teacher:		Name of next teacher:	
Additional needs (if applicable):			

Current progress

Area	Strengths	Areas for improvement	Comments
Communication and language			
Listening and attention			
Understanding			

Speaking			
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Physical development			
Moving and handling			
Health and self-care			
Personal, social and emotional development			
Self-confidence and selfawareness			
Managing feelings and behaviour			
Making relationships			
Literacy			

Reading			
Writing			

Mathematics			
Numbers			
Shape, space and measures			
Understanding the world			
People and communities			
The world			

Technology			
Expressive arts and design			
Exploring and using media and materials			
Being imaginative			

Areas of focus for the next academic year

Strengths:	
Weaknesses:	
Possible areas for additional support/focus:	

Signed previous teacher:		Name:	
Signed current teacher:		Name:	
Signed next teacher:		Name:	