



Hollinsclough C of E Academy

Transition Policy: 2019

Mission Statement

To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.

Developing potential

Aims

We consider the transition to be a process, rather than a one-off event. In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Hollinsclough CE Academy.

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

EQUAL OPPORTUNITIES AND INCLUSION

Staff, children, parents, governors and other agencies are actively involved in the process, and their perceptions about transition are explored and valued.

Measures are taken to ensure all children are allowed to experience a similar ease of transition.

PRINCIPLES

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class, setting or information from home.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase/key stage.
- There is professional regard for the information from the previous setting/class.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.
- effective transition takes time and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.

PRACTICE

- The transition from Nursery to Reception or Pre-Reception
- Parents are invited to a 'New to Squirrels' meeting.
- 'Tea and Tissues' sessions are run on the first day to reassure anxious parents.
- Parents and children new to the school can receive a home visit.
- Parents receive an information pack.
- Children new to the school receive a visit (observation/information sharing) to their previous setting.
- Children spend a session with their new teaching team.
- Children attend up three transition days, which may begin with a half-day or 2-hour visit.
- Children make a 'What happens in Reception?' book for the next Reception class.
- Parents invited to record both theirs and their child's feelings on the transition form sent home.

Transition in subsequent Years throughout the school

- Parents and children new to the school can receive a home visit.
- Parents and children new to the school visit the school and meet their teacher.
- Curriculum Information and timetables are given to parents at this meeting.

In year admissions from Reception to Year 6

- Parents and children new to the school visit the school to meet the staff.
- Parents receive an information pack.
- Parents and children new to the school receive a home visit.
- The previous setting contacted where applicable.
- Children with SEN, SENCo contacts the previous setting and may visit to receive information.
- Records from the previous setting made available to the class teacher and SENCo.
- Children are given a buddy from within the class.
- A letter is sent to the previous school requesting any safeguarding or child protection information.

Children leaving from Nursery to Year 6

- Parents are invited to a meeting with the principal.
- All records are passed on promptly, including safeguarding records.
- Children with SEN – information shared by phone or through a visit from the SENCo if transferring settings locally.
- Relevant child protection information is transferred on.

The transition from Year 6 to Year 7

Summer of Year 5	Autumn of Year 6	Summer of Year 6
A transition support meeting with the Principal can be arranged for parents in the summer term of Year 5, in preparation for starting Year 6 and choosing secondary schools.	Children visit their secondary school open evenings. Children choose their secondary schools.	Children attend a secondary transfer day(s) – dates arranged with a parent by secondary/another school. Parents advise class teacher who can mark register accordingly SENCo arranges extra visits for vulnerable children SENCo prepares SEN records for transfer. End of year reports and SAT's results sent on to secondary schools. Common transfer files completed and sent to secondary schools. Relevant child protection files are transferred on.

Children moving families

The school will work alongside social worker to implement their transition plan, e.g., to host meetings between prospective adoptive parents and school staff.

Vulnerable children

Children with specific medical or educational needs have individual transition plans. These are organised and supported by the SENCo.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

British Values

Children who attend our academy experience an enabling environment in which they will develop self-knowledge, self-esteem and self-confidence. Coupled with this, they will develop the ability to distinguish right from wrong and to respect the civil and criminal law of England.

Within this enabling environment, your child or children will develop the ability over time to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

While with us, our parents can expect their children to acquire a broad general knowledge of and respect for public institutions and services in England, and to develop a personal character that is tolerant and can foster harmony between different cultural traditions, along with respect for their own and other cultures.

We firmly believe and encourage our pupils to show respect for other people; and for democracy and the support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

To be part of our academy, it is unacceptable on the part of any stakeholder to promote discrimination against people or groups based on their belief, opinion or background.

Implementation of this policy

Our academy will manage the implementation of this policy with the support and guidance of the appropriate body/bodies as defined at the time of writing.

General

This policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision/requirement to ensure full access to all.

Signed...**Designation:** Chair of Governors**Date...** March 2019**Signed...****Designation:** Principal**Date...** March 2019

Original Policy, 2017. 1st review March 2019 / Next review 2021