



Early Years Transition Policy

Date policy last reviewed:

September 2024

Signed by:

Headteacher

Date:

Chair of governors

Date:

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Statement of intent

Starting education in an early years setting can be an anxious time for young children and their families, as can the transitions through the different stages of the EYFS and into KS1.

At St. Aidan's CE Primary School, we understand the importance of the transition process for both pupils and their parents and, as a result, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages.

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.

With these principles in mind, our goal is to ensure that all pupils engage in a smooth transition by:

- Providing opportunities, support and information for parents, pupils and practitioners during this crucial time.
- Providing a positive experience which will not hinder pupils' wellbeing, learning or development, and ensures they are enthusiastic to learn in their new setting.
- Actively involving pupils and parents in the transition process.
- Sharing information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

1. Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Equality Act 2010

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2024) 'Working Together to Safeguard Children 2024'
- DfE and Department of Health and Social Care (2020) 'Special educational needs and disability: code of practice 0 to 25 years'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'

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
- Records Management Policy
- Child Protection and Safeguarding Policy
- Primary Transition Policy

2. Definition

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

The governing board will have overall responsibility for:

- The implementation of this policy.
- Ensuring compliance with the 'School Admissions Code'.
- Ensuring the school has a designated member of staff who is responsible for the coordination of transitions.
- Liaising with the headteacher and receiving reports regarding the transition procedure, ensuring that it is robust and offers the essential support that pupils need to cope with the change.
- Promoting the importance of parental engagement during the transition process.

The headteacher will be responsible for:

- Liaising with the governing board and reporting back the successes and challenges of the transition process.
- Liaising with the governing board on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.
- The overall implementation of this policy.
- Reviewing this policy in conjunction with other relevant policies.
- Liaising with early years settings and secondary schools to coordinate transitions between schools.
- Ensuring a welcoming atmosphere is adopted throughout the school.
- Meeting with parents to welcome them and their children to school and answering any queries they may have.

The early years lead will be 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.
- Working closely with the FSW to develop support plans for families in need.
- Meeting with KS1 leaders to discuss children's needs.

All early years practitioners involved in transition activities will be 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.

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

4. Transition into Reception

Transition into Reception

During the summer term, before entry to Reception:

- Parents and prospective children will be invited to an open day in October and are welcomed to a show around by appointment at other times of the year.
- The Reception teacher will visit the child in their nursery setting.
- The Reception teacher will meet with the nursery practitioner to discuss the child in more detail.

- Parents will be invited to attend an information session with the headteacher and an information evening with their child's Reception class teacher.
- Nursery children will sample some of the school dinners available.
- Nursery children will experience the EYFS indoor and outdoor learning environment whilst supervised by the Reception teacher and TA.
- Parents of nursery children will accompany their child in the classroom and learning environment for the last half hour of the session.

Prior to the children entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
- The nursery practitioners will advise the Reception teacher on favourable groupings for children.
- The Reception teacher and SENCO will make additional visits to nurseries and meet with parents to collect information on children with additional needs to ensure an effective transition and ensure needs are met on start to Reception.
- Parents and children attend a 'meet the teacher' session in September to discuss needs and concerns on a 1:1 discussion time with the class teacher and FSW. Children have the opportunity to refamiliarise themselves with the learning environment and key adults.
- Children attend two half day sessions to meet with other children in the class and become familiar with key adults.

During the first term of Reception:

- 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. The RBA will not be used as a formative or diagnostic assessment.
- Children attend two half day sessions to meet with other children in the class and become familiar with key adults. On the third day children will attend full time except in exceptional circumstances.
- Parents are sent a settling in email to inform them of how their child has settled. Parents are spoken to in person if there are any concerns.
- A parents' evening will be 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.

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

5. Transition into KS1

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

- Adopt a modified timetable similar to the Year 1 experience.
- Have sessions with the main school, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and TA.
- Begin to attend more whole-school activities.
- Children attend a move up afternoon to become familiar with the classroom and new teaching staff.
- The next class teacher will engage in short activities to become more familiar to the children i.e. story time etc.
- Children requiring additional support for transition will have an individual plan put in place e.g. social stories, familiar adult transition etc.

Prior to the children entering Year 1:

- Reception teachers will 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 will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.
- Children requiring additional support for transition will have an individual plan put in place e.g. social stories, familiar adult transition etc.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be 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 will be introduced gradually.

6. Transition activities

A planned programme of visits will be conducted during the summer term in order to allow pupils to become more familiar and confident with the activities and expectations associated with the above year group or key stage.

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.

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.

Transition activities will:

- Always have children's wellbeing as a central priority.
- Be planned as a gradual process, rather than a singular event.
- Create opportunities for children to develop self-care skills.
- Be approached with creativity, acknowledge children's anxieties and focus on core skills, while allowing for children to take part in enjoyable activities.
- Be designed to help children overcome barriers to learning.
- Be aligned to aid the areas of learning and early learning goals (ELGs) as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Practitioners will ensure that children are given opportunities to talk about their concerns and ask questions about transition activities.

Practitioners will communicate with parents effectively about the transition activities that have been planned.

7. Parental involvement

Prior to transition, parents will be offered the opportunity to attend an individual meeting with their child's classroom teacher to discuss their progress, any concerns and transition arrangements.

Consultation meetings will be held during the summer term in order to discuss transfer arrangements, pupil wellbeing and the possible effects of the change in learning environment.

When a child has an outcome of 'emerging' for one or more ELGs, teachers will discuss with parents the activities and strategies that will support their child's future learning and development as they transition into Year 1, as well as how they can support their learning and development at home.

Parents of vulnerable children and children with additional needs will be involved in tailoring transition activities to their child's needs.

Parents will be informed of transition activities via electronic messaging and will have the opportunity to withdraw their child from taking part if they feel it necessary.

8. Health and safety

All staff members involved in transition activities will have a duty of care and a responsibility to ensure the safety and welfare of the children involved.

The educational visits coordinator will have 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.

If transition activities pose any new risk, a thorough risk assessment will be completed in line with the Health and Safety Policy.

Practitioners, support staff and volunteers will receive the training needed to partake, supervise and lead transition activities.

Practitioners and support staff will receive regular and ongoing training regarding the implementation of transition activities as part of their CPD.

The headteacher will be responsible for ensuring that all staff members and volunteers involved in any form of regulated activity with children have undertaken a valid DBS check.

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.

9. Children with additional needs

Practitioners will recognise that transition can be a particularly anxious time for pupils with additional needs.

The SENCO will hold meetings with the early years practitioners and parents of children with SEND to discuss transition and to facilitate liaison with other professionals.

Any reasonable adjustments that may be needed, such as needs related to medical and sensory issues, EAL, etc. will be discussed at transition meetings and included in individual transition plans.

Extra opportunities for children with SEND to visit their next setting will be organised if required as part of their tailored transition plan.

10. Transferring information

Practitioners will forward children's records to the relevant member of staff responsible for their next learning stage in good time prior for children beginning the next stage of their education.

Practitioners will deliver children's records by hand. If practitioners are unable to deliver records in person, they will telephone the receiving practitioner before sending the records and include a contact name and number. If children's records are not received, practitioners will request them.

EYFS profiles

Where a child moves to a new school during the academic year, the school will send their assessment of the child's development against the ELGs to the new school if the profile has been completed.

The school will arrange to have the child's educational record and the defined items of data that comprise the common transfer file (CTF) sent to the child's new school within 15 school days of the child ceasing to be registered at the school unless the new school is not known.

In cases where the new school is not known, the CTF will be sent within 15 school days of receiving a request from the child's new school.

In cases where the new school is not known and no request has been received, the school will complete the CTF and load it onto the school to school (S2S) secure transfer system, in line with the DfE guidelines.

If no CTF is received for a new child, the school will ask the LA to search for the file on S2S.

Information will always be delivered securely, in accordance with the school's Data Protection Policy.

11. Monitoring and review

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.

The next scheduled review date is September 2025.