



# **Transition policy**

## **Defining the Terms**

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

## **Aims for the Policy**

At St. Paul's, we want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

## **Equal Opportunities and Inclusion**

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.

Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

## **Principles that underpin the policy**

The principles that underpin our transition policy are;

- Approaches to teaching and learning should be harmonised at the point of transition
- Planning should be based upon assessment information from the previous class/group/setting
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage
- There should be a professional regard for the information from the previous phase
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process
- The transition should motivate and challenge children
- Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time, and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Children, parents/carers and staff need to be involved on an equal basis.
- Transition is about the setting fitting the child, not the child fitting the setting.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.

### **Transition from home to the 2 year old provision:**

- Parents bring their child to the setting, meet with the staff and complete the All About Me Booklet
- In consultation with the parents a starting date for the child is fixed
- The child and parent attend the setting for the first day together for just an hour and a half
- This is built up throughout the first week depending on how quickly the child settles
- Once the child is comfortable in the setting the parent will leave for a period of time – usually during snack time – but remain in another part of the building
- Again this will be built up over a period of time until the child is settled and comfortable with remaining at the setting for a full session.

### **Transition from 2 year old Provision and other settings to the Foundation Stage:**

- Discussions occur between St. Paul's teachers, staff from other settings and Parents.
- Individual tours are offered to all incoming parents and children.
- Parents receive an 'information pack' with information about the school
- St. Paul's staff to work closely with the staff from the Provision and other settings
- Children are invited to spend time within the Foundation Unit with their Key Worker to aid transition.
- Children from other settings visit the Foundation Unit at least once every half term.
- Prospective F1 children who are not already in the Pre School Twos setting are invited to visit school for four half hour sessions during the term before they start, to become familiar with their new school and setting
- Children start mornings only the Monday after their 3<sup>rd</sup> Birthday.
- Children who will be 5 between the School Year between 1<sup>st</sup> September and 31<sup>st</sup> August will start Full time school in September.
- A base line record is completed within the first few weeks of entry to the Foundation Unit. This will also highlight the need for any early intervention.
- A meeting for parents during the first few weeks of the child starting School is arranged to discuss how the child has settled in and is a chance to share the child's Learning Journey so far.
- The Foundation Unit staff are always available before and after school to chat to parents.