



Marston Moreteyne VC School



Early Years Transition Policy

February 2025

Contents:

Statement of intent

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Transition into nursery
5. Transition into Reception
6. Transition into KS1
7. Transition activities
8. Parental involvement
9. Health and safety
10. Children with additional needs
11. Transferring information
12. Monitoring and review

Appendices

- a) Early Years Transition Report Template

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 Marston Moreteyne VC 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 (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- 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
- Child Protection and Safeguarding 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 headteachers will be responsible for:

- Appointing a pupil transition coordinator who will take lead responsibility for the transition procedure and activities.
- 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.
- 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 pre-school

Parents who have expressed an interest in the pre-school will be invited to a meeting with the pre-school staff.

Children, with their parent, will be invited to attend visit and play sessions at the pre-school prior to their start date.

The early years lead will contact local pre-schools to liaise with the pre-school managers.

The early years lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Each child will be assigned a key person whose role will be to:

- Help ensure that every child's care is tailored to meet their individual needs.
- Help the child become familiar with the setting,
- Offer a settled relationship for the child.
- Build a relationship with their parents and/or carers.
- Help families engage with more specialist support if appropriate.

Where applicable, practitioners will support parents and children to help ease the separation anxiety that can often occur.

5. Transition into Reception

During the summer term, before entry to Reception:

- Joint activities will be organised for pre-school and Reception children.
- Pre-school children will spend a series of sessions in the Reception classroom with the Reception teacher and TA.
- Staff will use stories to help explain new situations so children can relate to the change that will occur.
- Each child will be allocated a 'key person' whose role will be to:
 - Help ensure that every child's care is tailored to meet their individual needs.
 - Help the child become familiar with the setting,
 - Offer a settled relationship for the child.
 - Build a relationship with their parents and/or carers.
 - Help families engage with more specialist support if appropriate.
- The early years practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
- The early years practitioners will advise the Reception teacher on favourable groupings for children.
- Parents will attend an information session with the headteacher to discuss what their child can expect in the first term of their new school – this is an opportunity for parents to feel reassured and have any questions answered.
- Parents will have the opportunity to attend an information evening with the child's Reception class teacher to discuss class content, provisions in place to make transition easier for their children and have any questions answered.

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, will 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 will be part time for the first 3 days of term in September to allow for settling in. (Those born between March and August will have morning sessions from 9am-

11.30am. For older children born between September and February they will have afternoon sessions from 12.45 to 3.15), then all are full time.

- 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.

6. Transition into KS1

Prior to the children entering Year 1, Reception teachers will:

- Complete the EYFS profile assessments on each child and provide copies to the Year 1 teacher, including a record of the child's outcomes against the 17 early learning goals (ELG), stating for each ELG whether the child is meeting 'expected' levels or not yet reaching expected levels ('emerging').
- Pass on any additional information for children who have had an outcome of 'emerging' for one or more ELGs.
- Give Year 1 teachers any relevant records pertaining to each child, such as learning journals, phonics assessments, examples of writing, parent consultation records.
- Provide and discuss with Year 1 teachers any suggested pupil groupings.
- Provide parents with a written report summarising their child's EYFS profile results and offer them the opportunity to discuss this with the teacher.

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

- Begin to join the main school on the playground during break and lunchtime, supported by members of staff.

During the first term:

- 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.

7. 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.

8. Parental involvement

Consultation meetings will be held during the summer term in order to discuss progress, 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.

9. 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 headteachers 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.

10. 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.

11. 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.

12. Monitoring and review

The headteacher will review this policy on a biannual 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 February 2025

