**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



**Early Years Transition Policy**

 Reviewed by Governing Body and staff July 2021

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn, grow******and walk in the footsteps of Jesus.***

In consequence of our school mission it is a fundamental aim of St Julie’s to be an inclusive school. To be a school which: -

* Has a sense of community
* Provides equal opportunities
* Offers partnership between school parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all members of the school community
* Its members show respect for themselves and each other
* Is a caring community.

 We define an inclusive school as one where…

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
* All members of the school community are given the opportunity and support to achieve their true potential,
* All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
* Everyone feels empowered to play a full an effective role in the school.

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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 St Julie Catholic Primary 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.

# Legal framework

* 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. 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. This policy should be read in conjunction with the following school policies:
* EYFS Policy
* SEND Policy
* Data Protection Policy

# Definition

* 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.

# Roles and responsibilities

* 1. The governing board has overall responsibility for the implementation of this policy.
	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.
	1. 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.

# Planning transition activities

* 1. Practitioners will ensure that children are given opportunities to talk about their concerns and ask questions about transition activities.
	2. Practitioners will communicate with parents effectively about the transition activities that have been planned.
	3. Transition plans will include a handover between practitioners through an [early years transition report](#_Appendix_–_Early).
	4. Practitioners will make transition plans that allow children to visit their new classroom.
	5. Transition activities will have children’s wellbeing as a central priority.
	6. Transition activities will be planned as a gradual process, rather than a singular event.
	7. Transition activities will create opportunities for children to develop self-care skills.
	8. 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.

**Transitioning into KS1**

* 1. The EYFS profile must provide an outline of the child’s progress, assessed against the early learning goals, and their readiness for Year 1.
	2. During the Summer term, prior to entry into Year 1:
* Reception classes adopt a modified timetable similar to the Year 1 experience.

* 1. 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.
	1. 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.

# Parental involvement

* 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.
	2. Parents of vulnerable children and children with additional needs will be continuously involved in tailoring transition activities to their child’s needs.
	3. Parent evenings are held during the Autumn term in order to discuss pupil wellbeing and the possible effects of the change in learning environment.

# Health and safety

* 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.
	2. Practitioners, support staff and volunteers will receive the training needed to partake, supervise and lead transition activities.
	3. Practitioners and support staff will receive regular and ongoing training regarding the implementation of transition activities as part of their CPD.
	4. 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.

# Children with additional needs

* 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.
	2. The SENCO will hold meetings with the practitioners as well as parents of children with SEND to discuss transition and to facilitate liaison with other professionals.
	3. Reasonable adjustments for transition plans, as well as medical requirements, will be discussed at transition meetings.
	4. EHC plans will be transferred on to the next phase alongside the child’s records
	5. Extra opportunities for children with SEND to visit their next setting may be organised as part of their tailored transition plan.

# Monitoring and review

* 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.

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