



Transition Policy

Member of SLT Responsible for Policy: C Triance

Date: September 2017

Review Date: September 2019

Aims

- To promote the continuity of education between all Phases within the school, and between Infant, Junior and Secondary education.
- To enable parents/families to be informed partners in the transition process.
- To prepare all pupils for the transition experience across all key stages.
- To provide, promote and support cross-phase co-operation.
- To ensure proper availability and use of pupil transfer documentation.
- To identify and provide support for pupils who require extra support.
- Promote the smooth transition of children at the start of each new setting.
- Prevent and alleviate stress
- Promote continuity of teaching and learning.

Objectives

- To make clear the school procedures for transition at all stages of transfer.
- To provide relevant information in transition meetings and use it to make informed decisions.
- To give children the opportunity to be involved in a transition experience and reflect on the value of that experience.

Key principles on which we operate:

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age, appropriate with the child
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. I.e. routines, interests, family unit, relevant medical information alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information e.g. social care issues, special educational needs, looked after child etc. (all compliant with Data Protection Act.) will be shared on a 'need to know' basis.

Roles and Responsibilities

Head of School and Governing Body.

The ultimate responsibility for all policy and procedure decisions lies with the head of school and governing body. The Head of school should be informed about any issues relating to anomalies, which might infringe on the rights and entitlement of pupils having equal opportunities to a smooth transition experience.

Leader with Responsibility for Transition.

The Transition Leader will ensure that these arrangements are implemented. They will monitor and review these arrangements as necessary and feedback findings to the Governing Body via reports.

Team Leaders, class teachers and SENCO.

All teachers, as part of their contract of employment, are expected to adhere to the clause referring to their duty of care to pupils. This includes the need to deal with all issues relating to the transition experience of a pupil sensitively, and follow school procedures. In addition to this, some members of staff will, as part of their additional responsibilities, be expected to have a greater level of involvement in the process.

Parental Support.

Parents/carers will be provided with relevant information to aid their understanding of the transfer process and the most appropriate support they can offer their children during the period of transition.

The school will work together with external agencies, in identifying families who may need additional support, at the point of, and after their children's transfer.

Upon Entry to School:

- The following steps are taken to ensure that both the child and parents are confident, informed, and happy and relaxed about the school.
- 'New' parents meeting prior to their child attending in Autumn and Summer term
- Information pack given to all parents.
- Shrewsbury Academy staff visit Junior\Primary Schools prior to new intake to allow the children to meet them and observe the children in familiar surroundings.
- Individual tours offered
- Extra visits are arranged for vulnerable pupils who may find transition particularly difficult.
- At the end of Year 6, junior school teachers will assess pupils in English and Numeracy (SATs); and in Science (Teacher Assessments). Year 7 teachers will use this information to inform their curriculum planning which will address any issues relating to curriculum delivery at the transition stage from KS1 to the beginning of KS2.
- Close links between junior – meeting to exchange information and records.
- Year 6 will spend one Induction Day in school where they will experience a number of lessons, meet their mentors, and find out who their form tutors and Head of House will be in September.

Primary (KS2) to Secondary (KS3):

- Transition work completed in 2nd half of summer term.
- One day visit to new secondary school.
- Sport /PE, Science, ICT, art and Design and Technology sessions/visits to local secondary school
- Formal meeting between the Year 6 teacher and the Year 7 co-ordinator of receiving secondary school.
- Head attends termly cross phase meetings with local infant and secondary schools.
- Year 6 teacher completes a report for each child to pass onto secondary school.
- Identified children (SEN, LAC) receive additional support before and after transition.
- Transfer of records to secondary school.
- At the end of Y6, pupils will be assessed in Literacy, Numeracy and Science (SATs), the information from these being passed on to KS3/Secondary school.
- Year 8 mentors will work closely with Year 6 pupils during their first six months at Shrewsbury Academy .

Equal Opportunities

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language etc., transition may be a stressful period of time that can affect their progress. Hence we will ensure to identify those requiring special attention/support, whatever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this.

Mid-Phase Admissions Policy

Introduction

A warm well organised and appropriate welcome to a new school is essential for all children. Children who are admitted to the school during the school year other than at the beginning of the school year need particular attention since they would miss the usual beginning of the year introductions.

Aims of the Policy

The policy aims to provide a welcome for all new arrivals that;

- Forges good communication between school and parents and carers and reassures parent/carer that the school is a safe and welcoming place
- Gathers relevant information on the child's background and educational experiences
- Orientates the child and enables them to make contact with their peers and to make friends
- Promotes genuine inclusion
- Contributes to success in learning

Application/Admission

- Parents apply for a school place through Shropshire Council.
- Parents/Carers make an appointment to visit the school and Head Teacher they complete an admission form detailing as much information as is possible at this stage.
- The information requested includes past educational experiences, family and religious background any medical or educational problems present or past situations that might affect the child's learning and social development. In the case of pupils with a medical need, time allowance may be necessary to allow for staff training and preparation for the new pupil.
- Other information is collected for school data such as languages spoken and ethnic origin. Where appropriate an interpreter will be involved who may be a family member, friend or someone arranged from the community by the school.
- Information will be shared with the class teacher, teacher assistant, other supporting teachers and the Learning Support Manager. The information is then stored in the child's file in the administration office.
- Parents/Carers will be given Shrewsbury Academy Prospectus and information about the school.
- The new child will usually start Shrewsbury Academy within a week of being interviewed; this will allow time for information to be circulated and preparations to be made for the new pupil's arrival.

Preparing for inclusion: checklist for staff.

- The class teacher will arrange for a buddy or buddies for the new child, the class 'buddy' will support the new child during playtimes and during class interactive activities.
- Over the first week the Pastoral Assistant will check on the settling in process. Where appropriate the class teacher and Pastoral Assistant can plan activities for the new child.
- Parents/Carers are encouraged to keep in close contact with the class teacher/school, they must be made welcome to come in and discuss any educational or social issues.
- Attendance at Parents Evenings need are encouraged.

Success Criteria

For the child to:

- Be familiar with the layout and basic rules of the school
- Be able to initiate contact with an adult in the class
- Be settling to tasks within the class
- Be playing with others in the playground
- Be happy and relaxed
- Be able to learn in a confident manner.

Within a term a child should be beginning to

- Participate in group and class activities at an appropriate level
- Participate in wider school activities