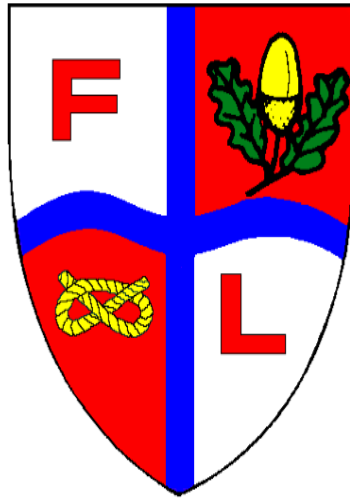




FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

TRANSITION POLICY

Produced by: Mrs R Hughes October 2026

Approved by: _____

To be reviewed: October 2027

Intention:

At Flash Ley Primary School, we recognise that transition is a process, not an event. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education. Care and attention is given to the transition of each individual pupil as they transfer to, through and beyond Flash Ley. We aim for all our pupils to experience smooth transitions so that quality of learning is maintained and pupils continue to make the very best progress. We recognise each pupil may cope with change differently and require a variety of strategies to feel safe and secure during the transition process. We aspire to support all pupils towards independence and develop their confidence and ability to cope with change for the future.

Pupils at Flash Ley Primary may make several transitions as they move through the school including:

- Transition from home to Voyage (EYFS)
- Transition into School Nursery (EYFS)
- Transition into Reception (EYFS)
- Transition from EYFS to Year 1 (EYFS & KS1)
- Transition from one class to another (KS1 & KS2)
- Transition from Year 6 to secondary school (KS2)
- Transition to or from another school during the academic year

This policy details the transition processes in place as pupils encounter each phase of their education. The processes implemented aim to work in partnership with Parents and Carers to give pupils support in understanding the new expectations ahead of them, develop confidence in their new environment and transition comfortably to their next phase of learning.

Implementation:

Transition from home to Voyage (EYFS):

Upon enquiry Parents/Carers and prospective pupils are invited to show round of the Voyage environment.

Upon application Parents/Carers are asked to fill in a 'getting to know you' form enabling practitioners to develop an understanding of the pupil's interests, dislikes and family network. Any information such as religious preferences, medical needs or dietary requirements is sought.

Free taster sessions are then offered to allow pupils to explore the environment and become familiar with adults before they begin. Taster sessions are varied in length and duration to ensure pupils feel settled before they start.

During their time in Voyage pupils will transition between rooms appropriate for their age and stage of development. In order to ensure these transitions run smoothly they begin 4 to 6 weeks before a room move with 30 minute visits. Time is increased each week in line with pupils pace. Each room focuses on transitional skills to prepare pupils for success in the next room such as beginning to use an open cup or learning to toilet themselves.

Transition into School Nursery (EYFS):

Once a place in our Flash Ley Nursery has been confirmed, a welcome pack is sent in writing to Parents/Carers detailing key information from the school. Any information such as religious preferences, medical needs or dietary requirements is sought.

Families are then invited to a Stay & Play session to meet the Nursery team and explore the environment allowing pupils to meet and interact with peers in an informal manner. During this session each pupil receives a special induction gift which includes a link to a dedicated transition page on our school website. This page includes photos of staff, the environment and ideas for induction activities at home that can be accessed continually until their start date to build familiarity. Staff use this opportunity to get to know the pupils Parents/Carers, answering questions and alleviating any worries. Any families who do not attend the Stay & Play session receive their gift via post alongside all the information they need prior to starting.

Following this, a transition calendar of stay & play sessions for pupils is issued, running over a two-week period, ensuring ample time for pupils to spend in their new environment, with new staff and their peers. For those who attend Voyage familiar adults accompany pupils to these sessions to support them in settling and feeling secure.

All about me forms are provided for Parents/Carers to collate information on the pupils before they enter to ensure we offer activities which interest and settle everyone. Voyage staff complete a full handover to the Nursery teacher as part of the transition process and document pupils current attainment, needs and interests. Any additional needs are documented and support offered from external agencies where required. Pupils who require more sessions

are able to do so. The Nursery teacher is reachable by email that is shared with Parents/Carers towards the end of Summer term to maintain an open line of communication and offer further support.

Transition from Nursery to Reception (EYFS):

We know starting school full time can be daunting for both pupils and Parents/Carers. Our dedicated EYFS unit work closely throughout the year and pupils who attend Nursery become familiar with adults and environments across the unit long before transition begins.

During transition all pupils, Parents/Carers and those new to Flash Ley are invited to a Stay & Play session and able to interact with peers, see their new environment and meet staff. During this session each pupil receives a special induction gift which includes a link to a dedicated transition page on our school website. This page includes photos of staff, the environment and ideas for induction activities at home that can be accessed continually until their start date to build familiarity. Any families who do not attend the Stay & Play session receive a home visit to deliver the gift from their new teacher.

Following this all pupils are invited to play sessions across a two week period to spend more time in their new classroom environment and get to know staff. Nursery and Reception teachers regularly swap to allow children to get to know their new teacher in their current environment also.

All about me forms are provided for Parents/Carers to collate information from home on pupils before they start. A full handover is completed by the Nursery teacher to the Reception teacher. Any pupils with additional needs have a one page profile created to ensure adults understand their needs and how to best support them in transition and settling in. Those who require a longer transition period are catered for with shorter but more frequent play sessions across the Summer term.

We aim to start as we mean to go on, beginning full time in Reception from the first week. We find this settles pupils swiftly and avoids multiple changes to routine across staggered weeks. The first two weeks in Reception are focused on settling and building relationships with activities on offer to help pupils share their likes, dislikes and get to know peers and staff.

Transition from Reception to Year 1 (EYFS & KS1):

The transition from Reception to Year 1 begins in the Summer term in Reception. Pupils begin to take part in a more structured curriculum and use resources that they will encounter in Year 1 such as transitioning from whiteboards to books in writing or Rekenreks for Maths.

Pupils are generally confident about their move to Year 1 after spending time with Year 1 staff throughout the year in shared activities such as assemblies and daily interactions in shared spaces.

Reception teachers prepare a progress summary, which identifies gaps in pupil learning and makes recommendations for interventions that are planned to start in September. Time is given for the Reception teacher and Year 1 staff to meet to share the EYFS Profile and additional information.

Towards the end of the Summer Term, children visit the Year 1 classroom and take part in an activity afternoon with their new teacher.

Pupils with additional needs and those who require more support visit the new Year 1 environment little and often, at least once a week over a 6 week period. Pupils visit Year 1 with an adult from Reception and take part in activities to support them in becoming familiar with the environment, expectations and resources.

Transition from one class to another (KS1 & KS2):

All pupils visit their new classes towards the end of the Summer Term, spending an afternoon in their new classroom with next year's teaching staff. Pupils engage in a range of activities, discuss the curriculum and have the opportunity to ask questions.

Transition meetings are timetabled towards the end of the Summer Term for staff. At these meetings individual pupils are discussed to ensure the receiving teacher has a good understanding of the learning, interests and needs of each pupil. Transition records are made which contain relevant information about the class including progress and attainment data, any special educational needs, home and health information. As appropriate, the SENCo will also meet with the receiving class teacher.

The progress of all pupils vulnerable to underachievement is discussed at transition meetings. Strategies to accelerate the progress of any pupils identified are agreed by class teachers. Pupils with additional needs have their one page profile shared and any current strategies used within class are passed through for consistency.

Activities in the first week of the Autumn Term are specifically planned to help pupils settle in to their new environment and get to know the adults who are now working with them, it is our policy to move to a regular timetable as soon as is possible in order to maximise the children's learning opportunities

Transition from Year 6 to Secondary School (KS2):

Throughout the year, some adults (Headteachers or Head of Year) from filtering high schools come to visit the children to promote their school and advertise their open evenings. In July/ September they usually send a prospectus over to us to share with parents, again to promote their school. Children are advised to attend the open evenings as there are a number of activities to take part in and they get a chance to walk around the school to learn different buildings etc.

In some cases, Year 5 children are given the chance to go to certain high schools for different activities (e.g. science or PE) to give them the same opportunities.

Towards the end of the year – all high schools offer transition days for the children moving up to their schools.

Children spend the day in their form groups, getting to know other children and taking part in some lessons they will have in September. Support is also offered to parents to discuss anything with specific members of staff i.e. SENDCo.

Transition to or from another school during the academic year:

Flash Ley places great emphasis on ensuring that all pupils starting school within the academic year experience a positive transition. Once a place has been confirmed at the school, the school office will liaise with the pupil's previous school to ensure that all records are transferred to school in a timely manner. Pupils and Parents/Carers are invited to visit the school within the school day. The family are given a tour of the school premises and are introduced to their new class teacher.

After the tour Parents/Carers complete registration forms. Parents/Carers are responsible for sharing any information about the pupil that will help support the school to meet the pupil's needs. The information gathered is shared with the class teacher, who uses it to plan a successful introduction to the class. At this stage, a start date is agreed, allowing sufficient time for the school to prepare for the arrival of the child.

The class teacher is then responsible for preparing for the pupils arrival at school, which might include agreeing where the child will be seated, ensuring they have a labelled peg and ensuring all necessary equipment is in place.

Transition for SEND:

Transitioning pupils with SEND can at times be more complex and require additional support. Pupils with SEND may face challenges of adjustment and adaptation and will need time and planning by staff to ensure a smooth transition. They may need individual care plans and risk assessments, and school staff may need to be trained in the use of medical equipment, adaptive aids and emergency medication.

At Flash Ley we ensure, but not limit ourselves to:

- Extended transition sessions
- Parent/Carer support meetings
- Creating visual timetables
- Early sharing of SEND records
- Effective use of communication aids
- Training where required for staff

Impact:

Through an effective transition process pupils at Flash Ley minimise anxiety, develop resilience to change and are able to maintain academic engagement through critical periods. Our longitudinal approach allows pupils and families to become familiar with all aspects of the next phase of their school journey. Pupils enter each phase settled, confident and ready to learn.