

The Rydal Academy

Pupil Transition Policy

Accepted by: The Rydal Academy LGB September 2015

Approving Body: Rydal Academy SLT

Review Cycle: 1 year

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Date for next review: November 2026

Introduction:

The Rydal Academy is fully committed to the welfare of each child and therefore care and attention is given to each stage of the child's transition whether it be on entry to the school at nursery or reception, within school from year to year, entry into school mid-year or transition to secondary school.

Aims of this Policy:

Entering a new situation (a new classroom and a new teacher) can be a stressful time, and some points of transition can be especially so due to the change of classroom or building, approaches and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aims of this policy to:

- Promote the smooth transition of children throughout their time at The Rydal Academy and beyond
- Prevent and alleviate stress
- Promote continuity of teaching and learning

Key factors:

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents/carers, 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.
- Safeguarding information (all compliant with Data Protection Act) will be shared on a 'need to know' basis.

In house transition

Smooth transition within school will be encouraged by:

Transfer of records:

- Incoming teacher to read end of year reports
- Child assessment data on INSIGHTS or any data provided by previous schools.
- S.E.N details (inc. – EHCP, One plans, SEN support plans, SEMH plans etc)
- Class groupings for subjects– to be used as a guide
- Individual log ins

To ease the transition process the following are in place:

- All children have dinner in the KS2 hall and each sitting follows the same routine to ensure consistency for the children.
- Each class usually visits their new teacher's class as part of move up day.
- Any staff new to the school in the September are invited to school for that day if possible.
- During move up day new teachers will share expectations and carryout 'getting to know you' activities with the children.
- The designated safeguarding lead, pastoral lead and SENDCO will be involved in the transition between classes and schools as part of the handover process.
- Teachers will meet in summer term to discuss individual children in new classes.
- One visit to new class and new teacher in July, 'moving up afternoon.'

Early years induction

- Parents may apply for a nursery place from the beginning of the school year (1st September to 31st August) in which their child has his/her second birthday.
- A child is 'eligible for a free part-time Nursery education place from their third birthday' subject to the availability of places.

Pre Nursery

- Pre-nursery children are invited for stay & play sessions.

Nursery

- On receiving application forms the admin assistant confirms receipt with parent/carer.
- Prior to admission, parents/carers are given an admissions pack which contains: a brochure, data forms, uniform information/order forms and also dates for starting and pre-visits.
- When a Nursery place is applied for the child the staff will phone parents and arrange a 1 hour settling in visit (stay & play) for the child and parent to attend.
- During this visit a date will be confirmed for starting. If it is already the term after the child's 3rd birthday and there is a space then the child would be able to start straight away. Otherwise, they may need to wait until the next term, so for example would have a visit December ready to start in January.

Reception

- All children (from our Nursery and other settings) are invited to visit their Reception classroom for half a day. This enables children to meet their new teacher, TA and peers and become familiar with their new setting.
- An induction meeting is held with all parents to discuss starting school. Information about school, Reception, expectations and class information is shared. There are plenty of opportunities for parents to ask questions. Parents are given a welcome pack which contains a school brochure, admissions pack, starting school booklet, start date and times, uniform order form, induction visit information.
- They also get the chance to sample the school dinners and look at the menu.
- Children attend full time from the first day in September.

Children joining the school

Parents and children invited to a meeting with the Headteacher and given a tour of the school where questions can be asked and answered. Parents given a welcome pack. Once the child starts school:

The school office will:

- Phone the feeder school to enquire if the child has any particular needs regarding SEN, medical, vulnerability etc and pass this on to the class teacher and any other relevant staff (Mr Armitage, Mrs Gaines, Mr Dickinson, Mrs Galey) via email on the same day.
- Give the class teacher a copy of the information from the school transfer form which will include information on current school levels **before** the child starts in their class.
- Phone the feeder school to send on school books or Early Years records and deliver to the class teacher on the day of receipt.
- Ensure the parent /carer has completed a data collection sheet and update SIMS as soon as possible.
- Print out a set of book labels for the child and give them to the class teacher **before** the child starts school so books can be prepared.
- Inform the IT support regarding log ins and Ipads if applicable, Athletics and TT Rockstars lead and the Reading Eggs and Accelerated reader coordinators so the child can receive log-ins.
- Office staff to ensure the child is put into a house team.

The receiving teacher will:

- Ensure the child has a buddy within the class for the first week to help them find their way around and ensure they are not lonely on the playground.
- Ensure the child is aware of fire /lock down procedures and location of the toilets.
- Ensure the child is made aware of the school system for rewards and consequences.
- Ensure the child is given a level appropriate reading book, reading record book, spelling list etc
- Send out copy of the teacher's termly parent's letter.
- By the end of the first week carry out star reading test, maths assessment, extended writing.

Primary (Key Stage 2) to Secondary (Key Stage 3):

Pupils are offered the following to begin the process of secondary transition:

- Secondary schools are invited to carry out assemblies or taster sessions with year 5 and 6.
- Parents/carers and children encouraged to attend Open Days and Evenings; children's absences are authorised.
- Children encouraged to attend sporting and any extra sessions at secondary schools.
- Visit to new secondary school. (time dependent on secondary school requirements.)
- Pastoral lead/SENCO to attend any transition meetings with local primary and secondary schools.
- Placed as an agenda item at Vulnerable pupil panel meetings.
- Year 6 teachers completes a profile of assessment and transition needs for each child for the Local Authority to distribute to secondary schools.
- Identified children (SEN, LAC, Children on vulnerable list) receive additional support before and after transition.
- Transfer of pupil records to secondary school.

Equal Opportunities

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