

	 <p>Mill Rythe JUNIOR SCHOOL</p>	 <p>The Hayling College</p>	 <p>MENGHAM JUNIOR SCHOOL</p>	 <p>MENGHAM INFANT SCHOOL</p>
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Hayling Island Schools: Working together to provide outstanding education for all

Transition Policy

OUR VISION

“To ensure our children experience a smooth transition throughout their learning so that the pace and quality of learning are maintained along with their confidence and self esteem, enabling children to continue to make the very best progress and enjoy their education.”

REVIEW

The Governing Bodies for all schools will review this policy in line with annual cycle of review.

Reviewed May 2021 – Please see Addendum due to Covid19 restrictions

INTRODUCTION

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children and their families to, through and beyond the Hayling Schools.

EQUAL OPPORTUNITIES AND INCLUSION

- Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure **all** children are given the opportunity to experience a similar ease of transition.

PRINCIPLES

- Approaches to teaching and learning are harmonised at the point of transition.
- There is a professional regard for the information from the previous setting/class.
- Children are able to enjoy transition from one setting to another.
- Transition motivates and challenges children.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.

AGREED PRACTICE IN ALL SETTINGS

Schools will prepare a 'Transition Pack' which they will give to families as part of the transition process. This will include;

- A welcome letter from the school to the child and family
- Named photographs (where possible) of the Senior Leadership Team/ teachers
- Class teacher/s, tutors and support teams for the forthcoming year
- A timetable of a typical day
- A map of the school
- A 'Top Tips' page from children in the current year 3 and 7
- A 'Questions I want to ask' page

Schools may choose to use these packs for additional transition activities.

Teachers in Years 2 and 6 will support pupils in writing a letter about themselves to their new teacher/ tutor in Summer 2. These will be posted early enough so that they are received before the end of term.

Children who are transitioning, and where appropriate their parents, will be invited to attend special events such as: assemblies, productions, workshops from the beginning of the year before transition. Schools will organise this between themselves depending on planned school events.

For KS2/3 transition relevant professionals will plan and deliver a transition unit (Passport to Junior/Secondary School) which will consist of 4 sessions including both English and maths. The sessions will be as follows:

1. Current teachers will introduce first session (Summer 2)
2. Current teacher and new teacher/ tutor will team teach in the current setting (Summer 2)
3. New teacher/tutor and previous teacher will team teach in new setting (Autumn 1)
4. New teacher will complete the unit (Autumn 1)

For KS1/2 transition relevant professionals will visit children in their current setting in the Summer Term.

All records are passed on promptly. Safeguarding records are passed to the DSL via electronic or hard copies and signed for by both schools. Where there are on-going safeguarding issues, the DSL will liaise.

Children with SEND, vulnerable children (including CIN, CP and LAC), children in receipt of pupil Premium and children with ongoing attendance issues will also receive a more detailed handover with current interventions shared with new setting – information is shared by phone or through a visit from the appropriate staff if transferring settings locally.

SPECIFIC AGE-RELATED PRACTICE

Transition Pre School to Year R

Pre school and YR Teachers will share key information around safeguarding, pupil premium and home/pre school issues at local networking events.

Transfer of records;

- Early Years Foundation Stage Transfer Record
- Additional Educational Needs details (including information about parents as needed)

Transfer Timetable;

- Parents are invited to a new entrants event in the Summer Term
- Parents are given welcome packs containing key information about their new setting .
- Children and parents will spend a session in their new school.
- Transition for vulnerable pupils/ SEN will be personalised and done in conjunction with SENCOs from both settings. Where necessary, social stories will be made.
- Children will take part in a series of transition sessions and events in their new setting.
- Teachers will visit pre schools where appropriate.
- Teachers will carry out home visits in advance of the children starting in a school.
- Children's start to school will be staggered according to their new settings pattern of entry.

Transition from Year 2 to Year 3

Transfer of records:

Profile folder to include:

- Summative test scores from end of KS1
- Teacher assessments with what the children can do and their next steps
- Phonics information/ grouping
- Class groupings (to be used as an initial guide)
- Additional Educational Needs details (including information about parents as needed)

Transfer timetable

- Parents are invited to open afternoons/ twilight meetings in the Autumn Term of Year 2 for their feeder schools. They will receive an information pack.
- Information will be shared from the previous school for children new to Hayling Island.
- Children spend a session with their new teaching team.
- In the autumn term, the year 3 provision closely reflects summer term practice in Year 2.
- Transition for vulnerable pupils/ SEN will be personalised and done in conjunction with ELSA and/ or SENCOs from both settings. Where necessary, social stories will be made.
- Year 3 pupils will visit the Year 2 pupils to have a 'shared reading' hour.
- Cohort visit new classes and teaching team.
- Children work on a transition unit of work – Passport to Junior School

- Parents will be invited to collect their children from the new setting on days where they have attended their new school to familiarise them with end of day routines.

Transition from Year 6 to Year 7

Transfer of records:

Profile folder to include:

- Summative test scores from end of KS2
- Teacher assessments with what the children can do and their next steps
- Additional Educational Needs details (including information about parents as needed)

Transfer timetable

- Transition activities for children and their families will be offered in the summer term of Year 5, in preparation for starting Year 6 and choosing secondary schools. Parents will receive an information pack.
- Hayling College will be invited to parents' evenings and other significant events at the junior schools
- Children visit their secondary school open evenings.
- Children attend at least one secondary transfer day.
- Children work on a transition unit of work – Passport to Secondary School
- Transition for vulnerable pupils/ SEN will be personalised and done in conjunction with ELSA and/ or SENCOs from both settings. Where necessary, social stories will be made.
- Information will be shared from the previous school for children new to Hayling Island.
- In the autumn term, the provision closely reflects summer term practice in Year 6.
- Year 7 pupils will visit the Year 6 pupils to have a 'shared sporting' afternoon.
- Cohort visit new classes and teaching team.
- Parents will be invited to collect their children from the new setting on days where they have attended their new school to familiarise them with end of day routines.