



EARLY YEARS TRANSITION POLICY

WOLSEY HOUSE PRIMARY SCHOOL



HEADTEACHER: MR S POWELL
CHAIR OF GOVERNORS: MR M PEATFIELD

Contents:

Statement of intent

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Transition into nursery
5. Transition into Reception
6. Transition into KS1
7. Transition activities
8. Parental involvement
9. Health and safety
10. Children with special educational needs
11. Transferring information
12. Monitoring and review

Appendices

- a) Early Years Transition Report Template

Statement of intent

Starting education in an early years setting can be an anxious time for young children and their families, as can the transitions through the different stages of the Early Years Foundation Stage (EYFS) and into Key Stage 1 (KS1).

At Wolsey House Primary School we understand the importance of the transition process for both pupils and their parents and, as a result, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages.

We recognise that:

- Every child is individual and 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.

With these principles in mind, our goal is to ensure that all pupils engage in a smooth transition by:

- Providing opportunities, support and information for parents, pupils and practitioners during this crucial time.
- Providing a positive experience which will not hinder pupils' wellbeing, learning or development, and ensures they are enthusiastic to learn in their new setting.
- Actively involving pupils and parents in the transition process.

Sharing information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

1. Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Equality Act 2010

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE 'Early years foundation stage statutory framework'
- DfE 'Keeping children safe in education 2023'
- DfE 'Working Together to Safeguard Children 2023'
- DfE and Department of Health and Social Care 'Special educational needs and disability: code of practice 0 to 25 years'
- DfE 'Early years foundation stage profile: 2024 handbook'

This policy should be read in conjunction with the following school policies:

- Health and Safety Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Primary Transition Policy

2. Definition

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.

3. Roles and responsibilities

The governing board will have overall responsibility for:

- The implementation of this policy.
- Ensuring compliance with the ‘School Admissions Code’.
- Ensuring the school has a designated member of staff who is responsible for the coordination of transitions.
- Liaising with the headteacher and receiving reports regarding the transition procedure, ensuring that it is robust and offers the essential support that pupils need to cope with the change.
- Promoting the importance of parental engagement during the transition process.

The headteacher will be responsible for:

- Appointing a pupil transition coordinator who will take lead responsibility for the transition procedure and activities.
- Liaising with the governing board and reporting back the successes and challenges of the transition process.
- Liaising with the governing board on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.
- The overall implementation of this policy.
- Reviewing this policy in conjunction with other relevant policies.
- Liaising with early years settings and secondary schools to coordinate transitions between schools.
- Ensuring a welcoming atmosphere is adopted throughout the school.
- Meeting with parents to welcome them and their children to school and answering any queries they may have.

The early years lead will be 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 special educational needs.
- Meeting with KS1 leaders to discuss children’s needs.

All early years practitioners involved in transition activities will be 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.

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

4. Transition into nursery

Parents who have expressed an interest in the nursery and whose children have been allocated a place, will be invited to bring their child to a series of "Stay and Play" sessions. The school may also arrange individual visits, if necessary and subject to appointment.

The EYFS leader will visit local pre-schools and nurseries to meet the children due to join the nursery and liaise with the pre-school/nursery managers and staff.

The EYFS leader will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Children who are set to attend the nursery will be invited for a "Stay and Play" session with their parents, in addition to a Stay and Play session after school with their parents the term before they start nursery.

The nursery staff will:

- Ensure that every child's care is tailored to meet their individual needs.
- Help the child become familiar with the setting,
- Offer a settled start for the child.
- Build a relationship with their parents and/or carers.
- Help families engage with more specialist support if needed, e.g. if a child has special educational needs and disabilities (SEND).

Where needed, the nursery staff will support parents/carers and children to help ease the separation anxiety that can often occur.

During the first weeks of the Autumn term, children will attend the nursery in smaller groups to ensure their individual transition needs are met and support them to settle to the Nursery's routine.

Parents/carers can meet and interact with the Nursery staff at the door, as their children enter the Nursery and at the end of the day.

5. Transition into Reception

At times, Nursery and Reception children share an outdoor area during break times and integration between classes is encouraged.

During the summer term, before entry to Reception:

- Joint activities will be organised for Nursery and Reception children.
- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and teaching assistant/s.
- Nursery children will be allowed time to explore the main school building supervised by a member of staff.
- Some activities, such as music and singing will take place in the main hall to allow children to experience different parts of the school.
- Nursery children will attend some of the Celebration Assemblies in the school hall.
- Staff will use a range of strategies, including use of stories to help explain new situations so children can relate to the change that will occur.

The Reception staff will:

- Ensure that every child's care is tailored to meet their individual needs.
- Help the child become familiar with the setting,
- Offer a settled start for the child.
- Build a relationship with their parents and/or carers.
- Help families engage with more specialist support if needed, e.g. if a child has special educational needs and disabilities (SEND).
- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
- The nursery practitioners will inform the EYFS leader and Reception teachers on favourable groupings for the children.
- Parents will attend an information session with the headteacher and EYFS leader to discuss what their child can expect in the first term of their new school – this is an opportunity for parents to feel reassured and have any questions answered.
- Parents will have the opportunity to attend an information evening with the child's Reception class teacher to discuss class content, provisions in place to make transition easier for their children and have any questions answered.

During the first term of Reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, will not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- Children will stay in school until lunchtime; after two weeks, Reception children will attend for the full school day.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

6. Transition into KS1

Prior to the children moving to Year 1, Reception teachers will:

- Complete the EYFS profile assessments on each child and provide copies to the Year 1 teacher, including a record of the child's outcomes against the 17 early learning goals (ELG), stating for each ELG whether the child is meeting 'expected' levels or not yet reaching expected levels ('emerging').
- Pass on any additional information for children who have had an outcome of 'emerging' for one or more ELGs.
- Give Year 1 teachers any relevant records pertaining to each child, such as learning journals, phonics assessments, examples of writing, parent consultation records.
- Provide and discuss with Year 1 teachers any suggested pupil groupings.
- Provide parents with a written report summarising their child's EYFS profile results and offer them the opportunity to discuss this with the teacher.

During the Summer term, prior to entry into Year 1, reception children will:

- Begin to join the main school on the playground during break and lunchtime, supported by a member of Reception staff.
- Begin to attend assemblies with the main school, in addition to special assemblies throughout the year.
- Adopt a modified timetable similar to the Year 1 experience.
- Have sessions with the main school, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and TA.
- Begin to attend more whole-school activities.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Pupils will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be 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 will be introduced gradually.

7. Transition activities

A planned programme of visits will be conducted during the Summer term in order to allow pupils to become more familiar and confident with the activities and expectations associated with the above year group or key stage.

During the transition process, meetings will be held between the professionals involved on either side of the transition to establish a shared, cohesive approach, and to ensure there are no conflicting expectations of children.

Practitioners will make transition plans that allow children to visit their new setting, and for the next member of staff to visit the children in their current setting. Transition plans will include a handover between practitioners through an early years transition report.

Transition activities will:

- Always have children's wellbeing as a central priority.
- Be planned as a gradual process, rather than a singular event.
- Create opportunities for children to develop self-care skills.
- Be approached with creativity, acknowledge children's anxieties and focus on core skills, while allowing for children to take part in enjoyable activities.
- Be designed to help children overcome barriers to learning.
- Be aligned to aid the areas of learning and early learning goals (ELGs) as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Practitioners will ensure that children are given opportunities to talk about their concerns and ask questions about transition activities.

Practitioners will communicate with parents effectively about the transition activities that have been planned.

8. Parental involvement

Prior to transition, parents will be given the opportunity to attend an individual meeting with their child's classroom teacher to discuss their progress, any concerns and transition arrangements.

Consultation meetings will be held during the Summer term in order to discuss transfer arrangements, pupil wellbeing and the possible effects of the change in learning environment.

When a child has an outcome of 'emerging' for one or more ELGs, teachers will discuss with parents the activities and strategies that will support their child's future learning and development as they transition into Year 1, as well as how they can support their learning and development at home.

Parents of vulnerable children and children with special educational needs will be involved in tailoring transition activities to their child's needs.

Parents will be informed of transition activities via letter and will have the opportunity to withdraw their child from taking part if they feel it necessary.

9. Health and safety

All staff members involved in transition activities will have a duty of care and a responsibility to ensure the safety and welfare of the children involved.

The educational visits coordinator will have a duty of care to all participants of transition activities that take place off-site, including staff, and will therefore ensure that the necessary safety measures are taken where an educational visit forms part of a transition plan.

If transition activities pose any new risk, a thorough risk assessment will be completed in line with the Health and Safety Policy.

Practitioners, support staff and volunteers will receive the training needed to partake, supervise and lead transition activities.

Practitioners and support staff will receive regular and ongoing training regarding the implementation of transition activities as part of their CPD.

The headteacher will be responsible for ensuring that all staff members and volunteers involved in any form of regulated activity with children have undertaken a valid DBS check.

Staff members involved in transition activities will ensure that children are supervised at all times by appropriately qualified and experienced staff.

10. Children with special educational needs and disabilities (SEND)

We understand that transition can be a particularly anxious time for pupils with additional needs.

The SENCO will hold regular meetings with the early years teachers and parents of children with SEND, to discuss transition and to facilitate liaison with other professionals.

Any reasonable adjustments that may be needed, such as needs related to medical and sensory issues, EAL, etc. will be discussed at transition meetings and included in individual transition plans.

Extra opportunities for children with SEND to visit their next setting will be organised, if required, as part of their tailored transition plan.

11. Transferring information

We forward children's records to the relevant member of staff responsible for their next learning stage in good time prior for children beginning the next stage of their education. The Nursery teacher passes information to the Reception teachers and the Reception teachers to the Year 1 teachers.

EYFS profiles

Where a child moves to a new school during the academic year, the school will send their assessment of the child's development against the ELGs to the new school if the profile has been completed.

The school will arrange to have the child's educational record and the defined items of data that comprise the common transfer file (CTF) sent to the child's new school within 15 school days of the child ceasing to be registered at the school unless the new school is not known.

In cases where the new school is not known, the CTF will be sent within 15 school days of receiving a request from the child's new school.

In cases where the new school is not known and no request has been received, the school will complete the CTF and load it onto the school to school (S2S) secure transfer system, in line with the DfE guidelines.

If no CTF is received for a new child, the school will ask the Local Authority to search for the file on S2S.

Information will always be delivered securely, in accordance with the school's Data Protection Policy.

12. Monitoring and review

The EYFS leader and 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.

The next scheduled review date is November 2026.

Headteacher:	MR S POWELL	Date:	NOVEMBER 2025
Chair of Governing Body:	MR M PEATFIELD	Date:	NOVEMBER 2025