SS Simon & Jude
Church of England Primary School

Transition Policy

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‘I can do all things through him who strengthens me’
Philippians 4:13

Our Vision:

We strive to build a community which nurtures positive relationships that permeate through all aspects of life. A community where barriers do not define us, but instead offer opportunity for growth. No matter our background, through our faith, we will find the strength and courage to flourish as citizens of the future.

Our Mission:

Empowering individuals to flourish together in the image of God.

Our Values:



Updates		
Date	**Page Number**	**Update**

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Statement of intent

Transitioning into an early years setting, and subsequently through different stages of education (KS1, KS2, Secondary School) can be an anxious time for young children and their families. At SS Simon and Jude CE Primary School, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages. We aim to make pupils' transitions into and within the early years and through the different stages and year groups, as effective as possible, in order to reduce their anxieties and make transitioning as pleasant and exciting as possible.

Our goal is to ensure pupils' 'school readiness' and to provide them with the knowledge and skills needed to prepare them for progress through school and life.

We recognise that:

- Every child is unique.
- Positive relationships nurture pupils to be strong and independent.
- Enabling environments encourage good learning and development.
- Pupils develop and learn in different ways and at different rates.

We have created this policy 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.
- Sharing information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

We apply the above principles throughout pupil's journeys through and beyond the school, including during periods of transition, to ensure all pupils are prepared for the next stage in their education.

Legal framework

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

- Childcare Act 2006
- Equality Act 2010
- Education Act 2002
- General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Early years foundation stage statutory framework'
- DFE (2015) 'Special educational needs and disabilities code of practice: 0-25 years'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE and Department of Health and Social Care (2020) 'Special educational needs and disability: code of practice 0 to 25 years'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook']
- STA (2025 'Assessment frameworks: Reception Baseline Assessment'

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

- SEND and Inclusion Policy
- Health and Safety Handbook
- Early Years Policy
- Data Protection Policy
- Records Management Policy
- Safeguarding and Child Protection Policy
- Primary Transition Policy
- Fire Safety Policy
- Educational Visits and School Trips Policy

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 pupils to settle into their new learning environment in preparation for future learning and development.

Roles and responsibilities

The Local Advisory Board (LAB) and Headteacher 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 together 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.
- Designating an appropriate member of staff to be the SENDCO and having responsibility for coordinating provision for pupils with SEND.

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 LAB and reporting back the successes and challenges of the transition process.
- Liaising with the LAB 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 adapted throughout the school.
- Meeting with parents to welcome them and their children to school and answering any queries they may have.

The Assistant Heads / TLRs are 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 pupils receive the required support when going through transitions of education.
- Liaising with staff and senior leaders of nurseries, primary schools and secondary schools to ensure there is a smooth transition.
- Having due regard to the school's Safeguarding and Child Protection Policy and the Health and Safety Handbook when organising transition days and activities.
- Ensuring that pupils are appropriately registered twice a day when they are undertaking transition activities.
- Working closely with the SENDCO to develop individual transition plans tailored to the specific needs of children with additional needs.
- Ensuring pupil's needs are discussed as part of the data exchange meeting.

The SENDCO will be responsible for:

- Liaising with relevant members of staff e.g. the headteacher of a pupil's previous setting, to ensure that pupils with SEND receive the essential support they require.
- Liaising with pupils' parents to ensure measures are put in place to make the transition for their child easier.
- Meeting with pupils to ensure they are happy and feel supported during the transition period.
- Reporting successes and challenges back to the headteacher where necessary to help inform future transition programmes.
- Having due regard to the SEND and Inclusion Policy when implementing support for pupils with SEND during transition periods.

All staff involved in transition activities are responsible for:

- Ensuring that confidential information is not shared unnecessarily and that personal data concerning pupils is only disclosed on a need-to-know basis.
- Following this policy and ensuring that pupils 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 pupil's anxieties and make them feel prepared for their next stage of learning.
- Adopting a warm and welcoming atmosphere for new pupils.
- Offering support for all pupils but having particular regard for pupils who are struggling to adjust to a transition.

- Participating in transition activities.

Planning transition activities

- Practitioners will ensure that pupils 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.
- During the transition process, at least one meeting 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 pupils.
- Transition meetings consist of an induction to school hosted by the school's learning mentor; move up morning for existing pupils; home/nursery visits for new to school pupils; transition days at the start of the new academic year for Early Years pupils; transition days off site; parent meetings within the first half term.
- Practitioners will make transition plans that allow pupils to visit their new setting, and for the next member of staff to visit the pupils in their current setting.
- Transition activities will have pupil's wellbeing as a central priority.
- Transition activities will be planned as a gradual process, rather than a singular event.
- Transition activities will create opportunities for pupils to develop self-care skills.
- Transition activities will be approached with creativity, acknowledge pupil's anxieties and focus on core skills, while allowing for pupils to take part in enjoyable activities.
- Transition activities will be designed to help pupils overcome barriers to learning.
- Transition activities will 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'.

Transition into Nursery

- Parents express interest in a Nursery place through advertisements of places; sibling links; communication within the community.
- All parents who express an interest in Nursery are added to the school's waiting list.
- School controls nursery admissions. The admission policy criteria for school places is followed in the first instance.
- Funding requirements are checked for 2YO Nursery and places are granted according to funding checks and in line with the schools' admission policy.
- Parents are invited to attend an induction meeting with the learning mentor where all necessary paperwork is completed.
- Parents are invited into Nursery at the start of the new academic year with their child for a one hour play session.
- Transition times are gradually increased over a period of one week where pupils stay for one hour play sessions independently of parents. Pupils stay their allocated 15 hours from the start of the second/third week within the Autumn term.
- If pupils are transitioning from local pre-schools, the Nursery teachers arrange a pre visit/phone call to their setting. If pupils have no previous pre-school experience, home visits are carried out at the start of the new academic year by two practitioners (see Home Visit Guidelines).
- Core pupils from Ladybirds Nursery transition into Caterpillars Nursery in line with the whole school 'moving up morning'.
- Ladybirds Nursery practitioners complete assessments on each pupil based on early years outcomes. Assessments are recorded on the school's assessment system and are shared as part of the data exchange meeting.

- Nursery pupils attend whole school events throughout the academic year to ensure pupils are aware of the wider environment.
- Nursery parents are encouraged to share any information, concerns or successes with staff. Parents are invited into school every morning to support their child in writing their names (if applicable) and self-registering.

Transition into Reception

- School hosts an open evening in the Summer term prior to the new academic year for prospective parents.
- Information linked to primary school places and the application process is shared with Nursery parents. Learning mentor to provide support where needed.

Before entry to Reception:

- Joint activities are organised for Nursery and Reception pupils.
- Nursery pupils spend a session in the Reception classroom in line with the whole school moving up morning.
- Nursery pupils are allowed time to explore the main school building supervised by a member of staff as part of whole school events e.g. sports day; whole school celebrations.
- Nursery and Reception pupils share an outdoor area and integration is encouraged.

Entering Reception:

- The nursery practitioners will complete assessments on each pupil based on the early years outcomes and record these on the school's assessment system at the end of the academic year.
- The nursery practitioners will advise the Reception teacher on favourable groupings for pupils when determining the children's new classes. New classes are created based on the pupil's basic characteristics.
- New to school parents are invited to an induction meeting with the learning mentor to complete all necessary paperwork.
- If pupils are transitioning from local pre-schools, the Reception teachers arrange a pre visit/ phone call to their setting. If pupils have no previous pre-school experience, home visits are carried out at the start of the new academic year by two practitioners (see Home Visit Guidelines).
- Parents are invited into school with their new to school children for a one-hour transition session. This is gradually increased over the period of the first week, so they attend full time by the end of the first week.
- Pupils will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Pupils will not be required to prepare for the assessment and, in most cases, pupils should not be aware that they are being assessed. Pupils with SEND or EAL will be included in the assessment.
- Only the teacher/TA from current class will work with pupils when they join Reception, and gradually they will begin to work with other adults as the term progresses.
- Reception staff monitor the pupils whilst eating lunch in order to provide a positive dining experience. Any concerns with eating is identified cand shared with parents via the school's learning mentor.
- Parent workshops are 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.
- Parents are invited into school every morning to support their child in writing their name and self-registering.
- Throughout the year, parents are encouraged to share any information, concerns or successes with staff.

Transition into KS1

- In the final term of the year in which a child reaches the age of five, and no later than 26 June in that term, an EYFS profile must be completed for each pupil.
- The EYFS profile must provide an outline of the pupil's progress, assessed against the early learning goals, and their readiness for Year 1. The DFE marksheet is completed with Expected or Emerging against

every ELG.

During the Spring term, prior to entry into Year 1:

- Reception pupils begin to attend worship and whole school events in the school hall, in addition to special assemblies throughout the year.
- Reception classes adopt a modified timetable similar to the Year 1 experience by gradually increasing group sizes during teaching inputs as well as expecting pupils to sit for longer periods of time.
- Reception pupils have sessions with the main school, such as sports day and move up morning.

Entering Year 1:

- Reception teachers complete assessments on each pupil and record on the school's assessment system at the end of the academic year. This is shared with year 1 teachers during the data exchange meeting.
- Pupils will continue to follow the curriculum model from reception e.g. RWI Phonics Programme, White Rose Maths, Kapow curriculum etc. Staff will continue to plan opportunities that match the needs of the pupils.
- Pupils continue to be assessed on the EYFS profile, if appropriate.
- Consideration is given to the links between the seven areas of learning in the EYFS and the national curriculum subjects as detailed within the school's curriculum progression documents.
- The more formal teaching of Year 1 is introduced.

Transition through school

- Whole school tracking information is completed for each pupil in school.
- All staff complete a data exchange meeting whereby information linked to children and learning is shared. This includes single page profiles where necessary.
- Every pupil participates in a 'move up morning' where they meet their new class teacher for a period of 2.5 hours.
- The class charter is completed with the pupils alongside their dreams and aspirations. This is displayed in their new classroom ready for the start of the academic year.
- Parents are invited to a 'Meet the Teacher evening' where they are able to meet their pupil's new class teacher.
- All classes have a class clinic slot on Monday after school should parents wish to raise any concerns or they can contact the school's learning mentor.
- New pupils receive an induction meeting with the school's learning mentor whereby all the necessary paperwork is completed as well as a tour of school and their new classroom.
- Records from previous school are sent via CTF and saved on the school's online management system.

Transition to Secondary School

- School receives confirmation of the pupil's allocated secondary schools.
- Learning mentor contacts parents whose forms are late or where pupils haven't been allocated a school.
- Bolton Local Authority have designed an online transition form on the portal 'Six into Seven' and this is to be used by all secondary schools within Bolton. Year 6 staff complete this form for every pupil in year 6.
- Year 6 staff meet with transition leads from each secondary school to share the relevant information via the Six into Seven portal.
- School SENDCo meets transition leads where appropriate.
- Every pupil attends at least 1 or 2 transition day as organised by the receiving school – this is usually during the first week of July.
- School SENDCo liaises with parents and secondary schools to arrange additional visits for vulnerable children.

Pupils with additional needs

- Practitioners recognise that transition can be a particularly anxious time for those with additional needs in terms of speech, language and communication development and/or physical, health and general development.
- The SENDCO will hold termly meetings with the practitioners as well as parents of pupils with SEND to discuss transition and to facilitate liaison with other professionals.
- Reasonable adjustments for transition plans, as well as medical requirements, will be discussed at induction meetings.
- EHCP plans will be transferred on to the next phase alongside the pupil's records.
- Training for staff linked to pupils with additional needs takes place prior to the pupil starting school i.e. training for identified medical need.

Parental involvement

- On entry to Nursery and Reception, parents are invited into school to attend a induction meeting where they receive important information about the curriculum, daily routines, and how they can support their child's smooth transition to school life.
- Parents of vulnerable pupils and pupils with additional needs will be continuously involved in tailoring transition activities to their pupil's needs.
- Parents will be informed of transition activities via letter and will have the opportunity to withdraw their child from taking part if it is deemed necessary.
- When a pupil 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.

Transferring information

- All information for pupils transitioning to secondary school is shared securely via the 'Six into Seven' portal.
- Information linked to transition through school is shared as part of the data exchange meeting.
- School staff also have access to key information via the school's management system and CPOMs.

Health and safety

- All staff members involved in transition activities have a duty of care and a responsibility to ensure the safety and welfare of the pupils involved.
- The Executive Headteacher / Head of School has 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.
- The Executive Headteacher / Head of School is responsible for ensuring that all staff members and volunteers involved in any form of regulated activity with pupils have undertaken a valid DBS check.
- Staff members involved in transition activities will ensure that pupils are supervised at all times by at least one suitably qualified individual who has undergone the appropriate security and safeguarding checks.

Monitoring and review

- The Executive Headteacher / Head of School 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 September 2027.
- All members of staff are required to familiarise themselves with this policy as part of their induction programme.