

CORSHAM PRIMARY SCHOOL

Transition/Transfer Policy



Written: September 2024

Policy Ratified by the LGC: November 2024

Next Review Date: September 2027

Transition/Transfer Policy

Introduction

In this policy 'transition' describes the movement that takes place from one familiar setting to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Corsham Primary School.

Aim

We want our pupils to experience a smooth transition both educationally and emotionally to ensure that all pupils continue to make progress. We aim to do this by:

- Effectively communicating with staff, pupils and parents and carers;
- Where possible, providing opportunities for the pupils to have 'taster' sessions prior to the move;
- All teaching staff use a consistent approach to the education of children;
- Ensure that carefully planned transitions and procedures are planned in advance.
- Encourage and value feedback from staff, pupils and parents.

Practice

Transition from Nursery to Foundation Stage

Term 5 of Nursery/Pre-School	Term 6 of Nursery and Pre-School	Term 1 of the Foundation Stage
<ul style="list-style-type: none"> • Parents /carers are offered a place at the school by Wiltshire Council Admission Team 	<ul style="list-style-type: none"> • Parents/carers are invited to Corsham Primary School for a preliminary information meeting • Teachers observe the children in their current settings of nurseries an preschools • Children invited for a play session in Foundation Stage and with new teacher • Parents/carers receive an information pack • Pupils receive a photo book of their new school classroom 	<ul style="list-style-type: none"> • Pupils being in school on a part time basis • All Foundation Stage staff stay with pupils for the first two weeks of lunchtime • Parents/carers are invited to a 30min consultation during the first two weeks of school

Transition from Foundation Stage to Year 1

Term 3, 4 and 5 of Foundation Stage	Term 6 of Foundation Stage	Term 1 of Year 1
<ul style="list-style-type: none"> The Foundation Stage pupils attend music enrichment assemblies 	<ul style="list-style-type: none"> The Foundation Stage pupils spend time in their prospective classes in Year 1 A picnic with Key Stage 1 allows the Foundation Stage pupils to meet the Key Stage 1 Teaching Team Confidential Information regarding the pupil is shared with the next teacher 	<ul style="list-style-type: none"> During Term 1, the provision reflects Term 6 in the Foundation Stage with structured play sessions Pupils begin to use the school merit system

Transition in Subsequent Years 1 - 6 throughout the School

Term 6 of Years 1 – 6	Term 1 of the Subsequent Year
<ul style="list-style-type: none"> Class handover meetings are scheduled between the current and future teacher/s of the classes to discuss the pupil's confidential information; Children visit their new class and teacher or when not possible see video of new class and teacher The Class Information is updated by the current teacher for each child of the class; Meet the Teacher' afternoon meetings take place with parents/carers invited to 'meet the teacher' to find out what happens during the following year and; A year group 'meet the teacher' booklet is generated to supplement the meeting – see Appendix 1 	<ul style="list-style-type: none"> Learning Books are passed up with the pupils who will continue to use them from September.

Transition from Year 6 to Year 7

Terms 5 and 6 of Year 5	Year 6	Year 7
<ul style="list-style-type: none"> • At SEND Statement reviews, Secondary School options are discussed with the Inclusion Manager • Pupils are invited to experience and attend the Secondary Schools for a Taster Day 	<ul style="list-style-type: none"> • Parents/Carers visit Secondary School Open Evenings • Pupils choose their Secondary School • Pupils attend a Secondary School Transfer Day • The Inclusion Manager facilitates a <i>Moving on Up</i> group for those pupils who are vulnerable • Classteachers, and appropriate teaching staff of the receiving schools, meet to discuss Pupils' needs • The Inclusion Manager prepares records for transfer • Common transfer files completed and sent to secondary schools 	<ul style="list-style-type: none"> • Teacher meets with pupils from the <i>Moving on Up</i> group at the receiving secondary school

Mid-Phase Admissions

Please refer to the: Inward Mobility Procedure Appendix 2

Children moving Families

The Inclusion Manager/and or nominated person from the Senior Leadership

Team to work alongside the Social Worker to implement their transition plan, for example, to host meetings between prospective adoptive parents and school staff.

Vulnerable Children

Pupils with specific medical or educational needs will have individual transition plans. These are organised and supported by the Inclusion Manager/and or nominated person from the Senior Leadership Team.

Equal Opportunities

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

Inc. Appendix 1 – example of Transition Booklet
Appendix 2 – Inward Mobility Procedure