

CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL POLICIES AND PROCEDURES

Transition Policy



'Let your light shine' Matthew 5:16 is central to all that we do as a Christian school community. We work together to nurture the well-being, learning and development of everyone, empowering all to shine as individuals through clearly understood values and behaviour, founded in the Christian faith.

Date Reviewed	June 2020
Date adopted by Governing Body	29.9.20
Date for next review by Governing Body	June 2023

Aims:

- All children to experience a smooth transition from one stage of their education to the next
- To maintain progress for all pupils as they move through the school
- To reassure parents and pupils so that they feel secure and confident at all times

Principles underpinning the policy.

Due to the split site nature of the school, smooth transition is key to pupil success. The following information is passed on to the next teacher:

- SEN and Assessment file
- RE, English, Science and Sketch books are used year on year
- Sample of Maths, English and topic books kept for the term
- Summer term meetings between staff timetabled to discuss pupils

Parents are kept informed of transition activities through meetings, visits, additional information and the website.

Transition process**Preschool to school**

- Visits from both Play groups in Spring and Summer term (x3 visits Dinton Preschool, x1 CHUF)
- Preschool use school facilities (class, playground)
- Preschool stay for lunch
- Visit by all pupils in Summer term before they start
- Meeting for parents in summer term
- Buddies write to new pupils and send a photo
- Meeting for parents first week of school
- Foundation teacher visits play groups in summer term
- Foundation teacher liaises with Play group leaders re pupil information

Foundation to Year 1

- Foundation style curriculum until October half term/ end of Autumn term (child-initiated activities, active learning, theme-based approach to learning)
- Classroom organisation very similar to Foundation
- Staff work together to group pupils for English and Maths, sharing EYFSP information,
- Discussion time between F and Yr 1 teachers
- Discussion of EYFS data and vulnerable pupils
- EYFS assessment used for some children until end of Autumn term

Year 2 to Year 3

- yr 2 spend time at Junior site (min. 2 1/2 days)
- yr 2 and 3 have joint activities on Junior site
- yr 2 and 3 teachers have non-contact time to liaise re pupils
- yr 2 parents have opportunity to visit Junior site
- Transition meeting held for yr 2 parents in yr 3 class
- Vulnerable pupils (SEN, FSM, EAL) will have additional visits

Year 6 to Secondary School

- SEN transition support from STS (children with an EHCP)

- Additional Secondary school visits, where appropriate
- PHSE focus on Transition in class and in Collective Worship
- School Nurses support for vulnerable pupils
- County Transition day in July
- Yr 6 teacher and pupils meet with staff from Secondary school
- Information from school sent to Secondary school (SATs results, SEN info, Safeguarding info, comments on attendance, punctuality, attitude)
- Greater expectations for independence and organisation
- Positions of responsibility- Sports leaders
- Specialist teaching in Music and PE
- Links with Sir Henry Floyd for sporting activities
- Thame Partnership links with Lord Williams's for science and more able days.
- Post SATs offering different experiences (Visit from Magistrates, IMPS, NSPCC)

Transition preparation for all pupils

- Whole school Collective worship termly, with a joint break time
- School Disco on Junior site
- Prayers written by classes and read on both sites
- Joint school council meetings when possible
- Sports leaders from Junior site to help at Infant events
- Joint sports clubs on Junior site
- Inter school activities (HASSP, NLC)
- Staff meetings held on alternate sites (termly)
- Governors, Friends, Parent Forum meetings held on alternate sites
- After school parents' workshops held on both sites
- Open mornings parents are offered the opportunity to visit the Junior site

Transition for pupils with SEN

We recognise that transition is an important time for all pupils but especially for a child with SEND. We work closely with parents/ carers, pupils and staff to ensure these transitions run as smoothly as possible.

Transition within the school from one year group to the next takes place towards the end of the summer term it may include:

- Additional visits for SEND pupils to their next classroom, teacher and LSA.
- A photo book to take home made showing staff and key places in the next class.
- A passport is created with the pupil for the staff indicating how they learn best and their interests.
- A folder containing up-to-date SEND history and SEN Support Plans are passed to the next teacher.

From one setting to another, for example, junior school to secondary:

- Meetings are undertaken between staff of both settings to discuss SEND needs of the transferring pupils.
- Opportunities for parent liaison are supported
- Participation in planned transition activities with our local secondary schools

- Additional visits to the next setting, sometimes accompanied by school staff if appropriate/necessary
- Provision of an up-to-date SEND history and SEN Support Plans
- Participation in a regular transition group during the summer term
- A passport is created with the pupil for the staff indicating how they learn best and their interests.
- A photo book is made showing key staff and key places in the next setting for the pupils to take home.

Reviewing this policy

This policy will be reviewed and updated on a yearly basis in a staff meeting, Governors Teaching and Learning Group and at Parent Forum.

Written by: Kim Price (June 2014)

Reviewed: June 2020

Next review date: June 2023