



Parkhill Junior School

Transition Policy

2018- 19

What is meant by the term ‘transition?’

In this policy, ‘transition’ is when a child moves from one year group up to the next, from one class to another or from one key stage to the next key stage.

CONTEXT

At Parkhill Junior School, our overarching aim is for our children to experience a smooth transition across. We actively promote ‘seamless learning’ that builds on a child’s past and current learning. We endeavour to use what they have experienced to help them face further challenges and make sense of their widening and ever changing world.

AIMS OF THIS POLICY

- To ensure that children experience a smooth transition.
- To ensure that the quality and pace of learning are maintained and that children continue to make good progress.
- To embed systems which inform and involve parents and children and other significant agencies in the transition arrangements and processes.

INCLUSION

For children with an EHC or receiving SEN support, we hold additional transition meetings focusing on their particular needs. This is a chance for the existing class teacher, parents/ carers and key professionals involved in the child’s education, to share information with the next class teacher or next school. In years 3 – 5, Transition books are made for the children to take home during the summer holidays with pictures of their new class teacher and classroom. Additional visits to meet class teachers and familiarise children with their new classroom environment are also arranged.

The SENCoS in Parkhill Junior and Parkhill Infants meet several times during the summer term to discuss each child with SEN or an EHC. Children with care plans are also discussed and any necessary arrangements are planned for.

Prior to children entering Parkhill Junior School, scheduled liaison meetings take place with the *Parkhill Infants’ School* so that recommended provision for children entering the Junior School is already known. Transition meetings are scheduled, the class teachers and the SENCo meet to discuss and share targets/strategies used by the Infant school. Parents/carers are often involved in these meetings, as it helps ensure a successful transition.

All SEND records are passed on to a child's new school when they leave Parkhill Junior School, along with their other records.

The transfer from primary to secondary school is discussed at the last IEP review meeting in Year 5, or in the annual review meeting in Year 5 for pupils with Educational Healthcare plans. The need for additional planning to support a successful transition would be raised here and an outline of action to be taken in the next twelve months is drawn up. The secondary school SENCoS are also invited to Year 5 children's Annual Reviews in the spring term, so that they are aware of the provision needed when the child transfers to their school. It is also an opportunity for parents/carers to begin to get to know the secondary school staff.

Also, liaison meetings are held with the secondary schools' SENCo and Year 6 class teachers.

PROCEDURES

Year 2 to Year 3

The Headteacher holds a meeting, in the summer term, to welcome new parents and answer questions. This includes a tour of the school. When their child is in year 2, parents are actively encouraged to come and visit Parkhill Junior and meet with the headteacher and attend events taking place.

We plan and arrange opportunities for the children to visit their new classroom and meet their new teachers during the summer term. Year 2 children also attend playtime on a weekly basis in the summer term. The transition from Year 2 to Year 3, builds upon and extends the experiences that the children have had in Key Stage 1.

Years 3 to 6

We plan and arrange transition sessions when the children's new teacher visits them for a question and answer session, in their current classroom. Children then have the opportunity to visit their new classroom and again meet their new teacher. This is scheduled during the last few weeks of term.

To help children understand the expectations and changes in the next year, we pair them up with a child in the next year for a question and answer session. Work from the next year is also shared throughout the year to the year group below to demonstrate the high expectations expected.

At the start of the autumn term all parents are invited to a curriculum meeting where teachers discuss the expectations for the year and the curriculum their children will be following.

To help children view the move to a new year group as positive, each class has an end-of-year graduation ceremony to which parents and carers are invited. Children are presented with a certificate marking their successful end to the year.

EXCHANGE AND TRANSFER OF INFORMATION

Meetings are scheduled for teachers to pass on information about their class to the next teacher during the last term. (See appendix A) Also in the summer term, meetings are held with parents to discuss the progress their child has made over the year and targets for next year.

Parents are invited to the end of year *Big Breakfast Morning* for an informal opportunity to meet their child's new class teacher. This includes Year Two parents.

Year 6 to Year 7

Year 6 teachers liaise closely with staff from secondary schools in the borough, passing on relevant data and information about the children. (See Appendix A)

All children are invited to attend an induction session at their new school.

Appendix A

Year Group	Term 3:1	Term 3:2
Year 2	<p>HT meets with Year 2 parents</p> <p>Children join years 5 & 6 for playtimes</p> <p>Children join years 3 & 4 for playtimes</p>	<p>Parkhill Junior School HT meets with incoming year 3 parents. Induction and information packs distributed (1 meeting per class)</p> <p>Children join years 3 & 4 for playtimes x 5</p> <p>Children attend agreed assemblies at Parkhill Junior School.</p> <p>Parkhill Junior School year 3 teachers visit incoming class x 3</p> <p>Parkhill Junior School year 3 teachers meet Parkhill Infant School year 2 teaches to discuss each child</p> <p>SENCOs meet to discuss SEN/EHC children</p> <p>Year 3 teachers visits year 2 classes in their infant classroom for a 30 minute session.</p> <p>Year 2 children visit their new classroom and have an hour session with their year 3 teacher.</p> <p>Year 2 classes meet with Year 5 classes for 3 sessions.</p>
Years 3,4 and 5		<p>Children have buddy session with a child in the year above for a question and answer session. Work from the year above is shared throughout the year.</p> <p>Expectations for the next year are discussed in class regularly.</p> <p>1 x question and answer session with new teacher in their current classroom</p> <p>1 x teaching and learning session with new teacher in their new classroom.</p>
Year 6	<p>Transition discussions and activities with year 6 teacher begin.</p>	<p>Y6 children use a planner in a similar style to the secondary school planners.</p> <p>Taster days, transition activities with year 6 teacher across the last 6 weeks; year 7 form teacher visits and informal talks with children, information sessions with class teachers (from most secondary schools).</p> <p>Secondary Style days at Parkhill for the year 6 pupils.</p> <p>Visits from year 7 pupils to talk about their experiences and <i>hot tips</i> when starting a new school.</p> <p>SENCOs meet to discuss SEN/EHC children</p> <p>Additional visits for SEN/ EHC children to their secondary school</p> <p>Transition sessions carried out by Christian Education Project.</p> <p>PSHE units completed to support transition, common responses to change, transition and moving on.</p>