



# **William Barcroft Junior School**

## **Transition Policy**

## **Contents:**

1. Definition
2. Statement of intent
3. Transition from KS1 into Year 3
4. Transition between classes from Year 3 to Year 6 (within the school)
5. Transition from Year 6 to KS3
6. In year transfers
7. Linked policies
8. Monitoring and review

## **1. Definition**

1.1 For the purpose of this policy 'transition' is the movement that takes place between one setting, year group or key stage and describes the practise that is adapted to support pupils into their new learning environment in preparation for future learning and development.

Each of these transitions is a unique phase which has its own challenges and expectations which are outlined in this policy.

## **2. Statement of Intent**

At William Barcroft Junior School we understand the importance of the transition process for both pupils and their parents/carers. As a result the school is committed to providing a smooth transition for all pupils between year groups, settings and key stages.

The aims of this policy are:

- To actively involve pupils and their parents/carers in the transition process
- To share information between settings (in terms of pupil development, learning and progress etc.)this will enhance the effectiveness of the transition process.
- To provide a positive experience which will not hinder pupils wellbeing, learning or development and ensures they are enthusiastic to learn in their new setting.
- Our children will have a clear understanding of the new expectations ahead of them and see transition as a process rather than an event.
- Our teachers will have a good knowledge of the children and their needs prior to them starting in their class.

## **3. Transition from KS1 into Year 3**

3.1 Parents of children in Year 2 are invited by letter for a tour of the school and an informal chat with the Head teacher. These sessions are conducted in small groups to ensure a personal approach.

3.2 Parents of children in Year 2, whose children have been identified as needing additional support with the transition process, are invited to meet

with key members of staff e.g. Special Educational Needs Co-ordinators, Pastoral team members.

3.3 Year 3 teachers meet with Year 2 teachers to discuss individual children re: academic, social emotional, pastoral and SEN information.

3.4 WBJs and QMI SEN co-ordinators, members of SLT and pastoral teams will meet to discuss children with SEN, safeguarding concerns or EAL.

3.5 Year 2 children will join WBJs at various break times, assemblies and for lunch during the last half term of the academic year. Teachers and TA's from QMI will accompany the children and they will bring their own packed lunches.

3.6 Children who have started in Year 3 and are identified as finding the transition process challenging will be selected for the Transition pastoral support group and/or receive additional support from the Year 3 Learning Mentor.

#### **4. Transition between classes from Year 3 to Year 6**

4.1 Pupils will attend whole school teacher assemblies each week and Subject leaders will rotate around each year group delivering their subject to all children in school. Giving pupils and teachers an opportunity to engage with and familiarise themselves with each other.

4.2 Teachers meet in the summer term to discuss pupils progress, achievements, social and emotional needs, pastoral and SEN information. This information is shared in order to inform future planning, groupings and expectations in the next class.

4.3 Children transition to their next class in the last half term of the academic year. They will meet their new teacher and spend time in their new classroom.

4.4 Any child who is identified as needing extra support with this transition (such as SEN) work closely with their year group Learning Mentor to ease any worries or anxieties. This may involve, but is not limited to, making a booklet about their upcoming year at WBJs (including photos of their new teacher and the new classroom).

#### **5. Transition from Year 6 to KS3**

5.1 William Barcroft Junior school is a feeder school into a number of local secondary schools, including (but not limited to): Havelock Academy, Beacon Academy, Cleethorpes Academy, Healing Academy, Oasis Wintringham, Oasis Immingham, Toll Bar Academy and Humberston Academy.

- 5.2 Pupils and parents are given the opportunity to visit secondary schools in order to make an informed choice when completing the 'Transfer of Pupils to Secondary School' form.
- 5.3 Where appropriate/necessary parents/carers are supported by WBJs to complete the 'Transfer of Pupils to Secondary School' form and regular updates are sent to parents/carers to remind them of the deadline for submission of the form. Parents/carers can return the forms to the school office and WBJs office staff will send the forms to the Admissions department within the Local Authority.
- 5.4 Year 5 pupils are given the opportunity to visit various secondary schools for taster days. These visits enable pupils to look around the site with former pupils and talk about life in secondary school. This helps to reduce possible worries and enables children to make a more informed choice when choosing their future school.
- 5.5 Year 6 pupils will visit the secondary school they are transitioning to for Taster Days (scheduled/arranged by the secondary school). These events range in duration from two days to a week. These days allow the pupils to familiarise themselves with the new environment, meet their tutors and engage with their future peers.
- 5.6 Year 6 pupils organise and take part in a leaver's assembly.
- 5.7 The pastoral team facilitate the 'Moving on Up' transition programme for pupils who have been identified as needing extra support with transition into secondary school.
- 5.8 Transition meetings are arranged with key members of staff from the various secondary schools and members of staff from WBJs. In these meetings transition needs for pupils are discussed. In particular academic progress, SEN, safeguarding and behaviour will be discussed.
- 5.9 For children who may require additional support, such as those with SEN, additional transition visits can be arranged and pastoral staff from WBJs will attend with the pupil.
- 5.10 Year 6 pupil progress, SEN, EAL and child protection information is shared between WBJs and the pupil's secondary school in order to inform future planning and expectations in Year 7. Child Protection information is photocopied and hand delivered to the appropriate secondary school at the end of the summer term. Copies are retained at WBJs and archived. For further details about the transfer of this information please see the WBJs Safeguarding/Child Protection policy.

## **6. In year transfers**

- 6.1 Individual tours are arranged for all incoming parents/carers and pupils.
- 6.2 Parents/carers receive a 'Welcome Pack' which includes the school prospectus, uniform information and a free school meal form.

- 6.3 Children who join the school are placed in a Transition pastoral group. This runs for 3 weeks and aims to ease the transition process so that children feel secure and confident in their new setting. This can also include partnering up the new pupil with a 'buddy' to help them integrate.
- 6.4 Records are obtained from the previous school and are made available to relevant members of staff e.g. class teacher, SENCO and the child protection coordinator. If the previous school had CPOMs then the electronic file transfers are also requested.
- 6.5 If necessary (prior to the arrival of documentation from the previous school) the pastoral team will contact the previous school for verbal information regarding the pupil. This is to ensure appropriate provision is in place from day one e.g. concerns regarding attendance, safeguarding, SEN.
- 6.6 Children who are transitioning out of WBJs are offered the opportunity to go and look around their new school, which can take place in school time.
- 6.7 All documentation held about the child, who is transitioning out of WBJs, is prepared and delivered to the new school. This allows the new school to make informed decisions about the child and enable support to be implemented appropriately and efficiently.

## **7. Linked Policies**

- 7.1 HMAT Data Protection Policy
- 7.2 HMAT WBJs Admissions Policy
- 7.3 HMAT WBJs Primary Safeguarding/ Child Protection Policy
- 7.4 WBJs SEND Policy

## **8. Monitoring and review**

- 8.1 This policy will be reviewed on an annual basis, taking into account the effectiveness of the identified support for transition and any necessary changes will be made.
- 8.2 All members of staff are required to familiarise themselves with this policy.