



**St James's Cof E  
Primary School**

---

**Let Your Light Shine**

## **Transition Policy**

**Ratified on:** Thursday 3rd July

**Ratified by:** Lee Salton-McLaughlin

**Review date:** May 2026

**Written by:** Sarah Mason

## **Contents Page**

Aims and Rationale	Page 3
Preschool	Page 4
Preschool to Reception	Page 5
Reception to Year 1	Page 8
KS1 to KS2	Page 9
Year 6 to Year 7	Page 9
SEND	Page 11
Staff observation form	Page 12
Staff initial meeting form	Page 13
Reception staff meeting with other settings form	Page 14

### Vision

We believe that every child is made in the image of God; inherently valuable and unique. Jesus is the light of the world and God has placed the light of the Holy Spirit within each of us:

Let your light shine to reach your God-given potential.

Let your light shine courageously.

Let your light shine as a beacon of hope.

**Let your light shine ~ be the best we can be!**

### **Aims and Rationale**

The aim of this policy is to support parents and their children with the transition of starting the new academic year at St James's Primary School and to support school staff with transition to new year groups and key stages creating cohesion across home and school for all.

At St James's Primary, we understand that transition can be an exciting but potentially worrying time for staff, children and parents so we ensure that they are prepared and supported as best as we can. This is achieved by following a carefully planned and timetabled transition, which can also be adapted to meet each individual child.

This policy is to be read in conjunction with our PSHE policy

It is important to have a smooth transition between each year group but also particularly from each key transition phase:

- Home to Pre-school
- Preschool to Reception
- Reception to Year 1
- Key Stage 1 to Key Stage 2
- Year 6 to Year 7 (Primary to Secondary school)

In supporting transition, we can:

- Ensure children are happy and confident about their move
- Support staff who may be moving to new curriculums, year groups and phases
- Provide staff with CPD to support their transition
- Promote emotional security
- Avoid discrepancies and disagreements between judgements by having accuracy of assessment throughout the school
- Set meaningful and accurate targets from current levels of attainment
- Avoid re-teaching of all skills when not needed by having knowledge of prior learning
- Have continuity of learning (extension of understanding)
- Prevent the 'dip' in September
- Allow for a better working relationship between teaching staff
- Develop a better understanding of the tests and teacher assessment at the end of key stages including statutory assessments
- Provide a space to support families in order to reduce their anxieties

#### Support to staff

- Additional release time for staff to spend in new year groups/with new pupils
- Handover release time to meet with current class teachers to discuss pupils
- PPM process with new class teacher and current class teachers to discuss pupils' attainment and progress
- PPM form including GAPS analysis document shared to inform future teaching and gaps in knowledge and understanding

#### Support to all pupils

- ✓ Transition morning with new teacher in July to spend getting to know their new teachers
- ✓ Open classroom opportunity to invite parents in to meet the new teacher and see the new classroom in September
- ✓ Opportunities to visit new classrooms/playgrounds
- ✓ Annual pupil voice question regarding transition to make amendments to this policy where necessary

#### **Preschool**

Date	Transition - outcome
Autumn term intake – All applicant contacted in summer term.	All Preschool applicants phoned to book a 1:1 welcome visit. This will be confirmed by letter which is sent to parents.
Spring term intake – All applicants contacted 3 weeks before spring half term.	As above
Summer term intake. All applicants contacted 3 weeks before summer half term.	Times: 9.00 – 11.30 12.30 – 3.00
Autumn term intake Week before Preschool start	Welcome visits to take place at school. This allows staff to meet new children and parents.
Spring term intake Week before Spring half term.	During the visit a staff/parent form is completed, an observation of skills and Pupil Premium children identified.
Summer term intake week before Summer half term.	
At welcome visit	A letter will be given to all parents confirming start date and an invite to a stay and play session in 4 weeks time.

### **First Term at Preschool**

Week 1 and 2	Parents are welcome to stay for a short amount of time if they feel it is necessary to settle their child. Staff will support parents and children during this time based on the individual needs of each child.
First term in Preschool Week 3 onwards	Children will continue with settling in to preschool.  Baseline assessment on all children to be completed including WellComm assessment
Week 4	Parents invited into a stay and play session over the week. Times: 8.30 – 9.15, 12.15 -1.00

Second half of first term in Preschool	Parents will be invited to a telephone consultation to discuss how child has settled and share targets identified from baseline.
Last half term of Pre-School	Children moving to St James's Reception to have Wellcomm assessment.

### **Preschool to Reception**

<p>'Transition should be seen as a process, not an event and should be planned for and discussed with children and parents (Early Years Foundation Stage Pg.10)'</p> <ul style="list-style-type: none"> <li>• Transition from home to St James's C E Primary</li> <li>• Transition from a previous setting to St James's CE Primary</li> <li>• Transition from St James CE Primary to Reception.</li> </ul>		
Week 1 of Summer 2 before child starts Reception	<p>New starters to attend a stay and play in Reception classrooms with parents in small groups. Phase leaders and SENCO to lead. During session parents to complete paperwork (parent initial meeting form appendix 2) and TA s to complete observations of children using observation form (appendix 1)</p> <p>Current Preschool cohort to attend a weekly story session in Reception classrooms at end of the session.</p>	SENCO devise individual transition plans for vulnerable children including social stories etc
Week 2 of Summer 2 before child starts Reception	<p>Phase leader to ring other settings to gain information about new starters (Appendix 3: Reception phone call with other settings)</p> <p>Based on information received above, SENCO to contact other settings and integrated EY</p> <p>Based on information</p>	Phase leader to organise

	<p>received above, DSL to contact other settings where relevant</p> <p>Story visits to continue.</p>	
--	--	--

<p>Week 3 of Summer 2 before child starts Reception</p>	<p>New Parent's Transition Meeting including Talk &amp; tour of EYFS setting.</p> <p>Story visits to continue.</p>	<p>SLT+ Reception teachers, Family Support officer, SENCo, Chair of Governors and Attendance officer.</p> <p>As well as a rep from the kitchen to attend and introduce our school.</p> <p>At New parent's Transition Meeting Parents receive: Data collection forms Planner letter EYFS PP Form Medical forms Offsite forms Welcome booklet School readiness letter Summer activity pack 100 HFWs Number cards to 20 1 page overview of Phase 1 Phonics What you did in the holidays sheet Laminated name card Whiteboard pen</p>
<p>Week 6 of Summer 2 before child starts Reception</p>	<p>Story visits to continue.</p>	<p>Phase Leader to attend.</p>

<b>Autumn Term that child starts Reception</b>		
Day 1 and 2	Children invited to attend 1 morning with lunch and one afternoon.	<p>Children to attend two half days</p> <p>Begin observations for baseline evidence</p> <p>Staff to support children with Lunch from 11:45 until 12:15</p>
Day 3	Children to attend full day together	<p>Begin Wellcomm to be complete by end of Week 5.</p> <p>Introduce focus teaching to small groups as other children continue with CI and baseline activities.</p> <p>Whole class phonics teaching to begin.</p>
Week 2 onwards:	Children to attend full time.	<p>Statutory baseline assessments begin alongside in-school baseline observations.</p> <p>Continue Wellcomm to be complete by end of half term.</p> <p>Introduce focus teaching to small groups as other children continue with CI and baseline activities.</p> <p>Whole class phonics teaching to begin revisiting of Phase 2 sounds.</p> <p>All children to take a Little Wandle and library book home</p>
Week 5 onwards:	Baseline assessments and Wellcomm complete.	<p>Wellcomm assessment and Baseline evidence to be used to plan interventions and begin to set groups of children.</p> <p>Focus teaching to continue and CI activities to become more set so children begin to choose from a range of activities provided by adults linked to learning.</p>

## **Reception to Year 1**

Summer 2: Week 2 Classroom visits- (when Year 1 are out at PE)	Visit Year 1— Day and Time to be arranged with Yr 1 teachers.  Social stories created for those children who require them.	KEY QUESTION- What is the same? What is different?
Week 3	Year 1 teacher visit	KEY QUESTION- What can they do?  New Y1 teachers to spend session in EYFS- to gain understanding of children's working levels and to work with small groups on an adult led play based task.
Week 4 onwards	Y1 teachers visit  Reception to read stories once per week.	
Transition Morning in July	Children to visit their new classes and staff.	
Final 2 weeks	Reception and Year 1 staff to do a baseline for Insight for progress measures.	
	SENCO devise individual transition plans for vulnerable children including social stories etc	



## **KS1 to KS2**

<b>Current Academic Year</b>	
Summer term 2	<ul style="list-style-type: none"><li>• Children visit KS2 classrooms, cloakrooms and toilets (to be completed during transition morning)</li><li>• Year 2 afternoon play to take place on the KS2 playground</li><li>• Transition morning - meet the new teacher and explore new environment</li><li>• SENCO devise individual transition plans for vulnerable children including social stories etc</li></ul>
<b>New Academic Year</b>	
Autumn term	<ul style="list-style-type: none"><li>• Open classroom opportunity for parents to see the new classroom and meet the new teacher one day after school</li><li>• Current Y3 to shared write a class letter to upcoming Y3 children.</li><li>• Y5 Peer Mentors to support new year 3 children on the playground.</li><li>• Any worries or questions to be discussed as a class.</li></ul>

## **Y6 to Y7 Transition including Y5 elements**

<b>Timescale/ Date</b>	<b>Who?</b>	<b>What and how?</b>
June - October		Parents to complete school applications.
Autumn Term Year 5 onwards	Local secondary schools	Local High schools hold open days and evenings.

April onwards through Year 5 and Year 6	SENCo	<p>In Year 5, Summer Term, EHCP transition reviews take place with reference to secondary.</p> <p>Transition arrangements are written into the EHCP, secondary SENCos, where the school is known, are invited to that meeting.</p> <p>Arrangements for transition are developed with parents.</p> <p>Specific transition plans are in place for each child with a EHCP – extra visits for these pupils and where required, parents, will be arranged.</p> <p>Staff from the SEN department of secondary school are invited to meet these pupils. These arrangements are shared with parents.</p>
Summer Term	Year 6 teachers and SENCo	Teacher assessment information, SEND information and pastoral information is passed on to secondary schools.
	Secondary school staff and Year 6 staff.	Staff from secondary schools visit St James's to meet the children.
	Y6 pupils	<p>In July, pupils spend whole days at chosen school.</p> <p>Each high school will run special days for its new pupils. These can range from one to several days. Some children will already have had extra visits prior to this. Children will need to go straight to the school on those days and will need to come in uniform.</p> <p>SENCO to identify and support pupils with additional transition needs.</p>

## Arrangements for pupils with SEND

Who	What and how?
Early Years	<ul style="list-style-type: none"> <li>• SENCo &amp; Family Liaison Officer to attend Welcome visits.</li> <li>• Pupils with more complex needs will also receive a visit by the SENCo within their current nursery setting.</li> <li>• Transition meeting will be arranged to pass on information to implement personalised transition plans if required. All external agencies along with parents will be invited.</li> <li>• Transition booklets with visuals created and sent home prior to the end of the summer term for pupils who require them.</li> <li>• One Page Profile document created.</li> <li>• Meeting between key worker and pupil prior to pupil starting school. Visits to school organised to support pupil settle into new setting.</li> <li>• Phased entry if all parties feel this is appropriate to meet pupils needs.</li> </ul>
SEN support yearly transition to next class.	<ul style="list-style-type: none"> <li>• Teacher meeting to transfer information regarding pupil needs/ gaps in learning/ share SEN folder.</li> <li>• Update One Page Profile document, with input from pupil, where appropriate.</li> <li>• From June onwards, opportunities to be provided for pupils to visit key areas that will be used in next year group, e.g. classroom, coat pegs, nearest toilets, playground.</li> <li>• When staffing is confirmed, teacher/TA to begin making contact with pupil, e.g. playing small game, listening to them read, completing small jobs together.</li> <li>• Pupil to be given opportunity to write/record questions for new teacher/TA.</li> <li>• Social stories to be created and shared.</li> <li>• Class teacher to meet with SENCo.</li> </ul>
Yearly transition for pupils with complex needs.	<ul style="list-style-type: none"> <li>• As above</li> <li>• New class set up with workstation etc. for transition day/visits to familiarise pupil with new setting.</li> <li>• Additional transition with new key worker/ visits to new areas of the school.</li> <li>• Arrange meeting between SENDco parents to meet new 1:1 if applicable.</li> <li>• Parents and child pre-informed of 1:1 staff names before transition days</li> </ul>
Transition to Secondary school	<ul style="list-style-type: none"> <li>• SENCo meeting with secondary schools to transfer information regarding individual needs.</li> <li>• Additional transition to secondary setting as required.</li> <li>• Pupils on caseload of Autism Outreach will receive additional Dudley secondary school visits supported by AOS Specialist Teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• SENDCo from secondary school to visit pupils in St James's to observe and meet.</li> </ul>
--	---

## Appendix 1: Observation Form



**St James's Cof E  
Primary School**

Faith Friendship Fulfilment

Name:

Date:

	<b>R</b>	<b>Y</b>	<b>G</b>
Happy to separate from parent/ carer.			
Able to play alongside others.			
Able to share equipment.			
Able to take turns.			
Able to speak to peers appropriately.			
Able to speak to adults appropriately.			
Able to use one handed tools.			
Able to use toilet independently.			
Child in pull ups.			
Able to help to tidy equipment.			

## **Appendix 2: Parent Initial Meeting Form**

Name:

Date:

Favourite toy	
What does the child enjoy playing with?	
If upset, how is best to calm the child?	
Interests of child.	
How would your child handle disappointment?	
What would you like them to achieve?	
How do they respond to new situations?	
What does your child need help with?	

How does your child communicate with others.	
Any other comments	

### **Appendix 3: Reception phone call with other settings**

Name of child : \_\_\_\_\_ Setting: \_\_\_\_\_ Date: \_\_\_\_\_

General overview of the child.	
Current attainment.	
Information on learning needs or advice given to parents.	
Current SEN details or concerns. High needs block funding applications? 1:1 support? If yes refer to SENCO	

<p>Safeguarding, children's services concerns? If yes refer to DSL</p>	
<p>Any documents handed over.</p>	