Broom Barns Community Primary School

Homestead Moat, Stevenage, Herts. SG1 1UE

Email:admin@broombarns.herts.sch.uk

Transition Policy

Date: June 2025

Review Date: June 2028

Contents

Definitions 3

Vision 4

1. Aims 4
2. Policy Principles 4
3. Arrangements for transition in to early years 4
4. Arrangements for the transition of pupils in subsequent years throughout the school 5
5. Arrangements for the transition of pupils transferring to year 7 6
6. Arrangements for the transition of in year admissions 6
7. Equality, Diversity and Inclusion 7

Appendix A – Cohort Plan (blank and completed) 8

Appendix B – Reception and Nursery Home Visit Form 10

Appendix C – Class transition information form 12

Appendix D – TA transition meeting record 13

Appendix E – In year admission additional information form 14

Definitions

In this policy, ‘transition’ describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers’ Standards (2012)

Our Vision

Broom Barns Community Primary School is an inclusive school where we aim to inspire and empower our children to learn by providing a stimulating and exciting learning environment. We will provide a modern and relevant curriculum to enable all children to achieve their full potential. We recognise each child as an individual and encourage them to become resilient, independent, confident and happy children who can think for themselves. This is underpinned by a core set of values, which will prepare them for today's society.

R – resilient

I – independent

C – confident

H - happy

1. Aims

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress. This policy also aims to:

- Make a happy transition from home to school and year group to year group.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable.
- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new phase.

2. Principles

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / key stage.
- There is a professional regard for the information from the previous setting / phase.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives attention to the particular needs of the children.

3. Arrangements for transition in to the Early Years

Once a place in the Nursery or Reception is confirmed, arrangements for transition are communicated to parents and carers in writing. We use the following procedures in the Early Years:

- In April and May we take part in the Hertfordshire Smooth Transitions programme. The Early Years Leader is responsible for collating information from other settings, rag rating the school cohort and communicating this with the local authority.
- Each pupil new to the school is visited in their previous setting.

- Discussions take place between previous settings and the class teacher. Where a pupil has an EHCP or meets criteria for an EHCP the Senco will discuss the pupils needs.
- Teachers use the Cohort Plan to plan appropriate individual transition arrangements as soon as they have information about the class (see appendix A).
- Group or individual tours are offered to all new pupils and parents/carers.
- All families are invited to a stay and play session in June to meet the teachers and other families joining the class.
- All Nursery pupils have the opportunity to play in the Reception classroom during the summer term (spring term where appropriate).
- All Reception children are invited to spend the morning in Reception on Hertfordshire Transition Day. This is usually the second Thursday in July.
- All parents are invited to a meeting in July to discuss arrangements for transition.
- Families receive a pack with information about the school and its policies and procedures.
- All pupils receive a home visit before starting at Broom Barns. Staff complete the home visit form (see appendix B) to gather information about the pupils and their family. This is added to CPOMs.
- Through observation, an on entry assessment is completed of all pupils within six weeks of them starting in Nursery of Reception.
- Formal meetings occur with all parents/carers during the autumn term.
- Admission programmes for pupils are planned using the cohort plan according to pupil's individual needs. The following table is an example of admission programmes that might be used:

Year Group	Session 1	Session 2	Session 3
Nursery	Stay and play sessions attended with parents.	Whole morning visit in a group of no more than 15 pupils.	Full morning with the whole class (30 pupils).
Reception	3 hour visit.	3 hour visit and stay for lunch (parents to collect after lunch).	Start full days.

4. Arrangements for transition in subsequent years throughout the school

The following procedures will occur each time a pupil transitions into a new year group:

- Staffing for year groups is planned and re-distributed using provision planning by the senior leadership team. Staff are informed as soon as possible if they are moving year groups.
- Teachers use the Cohort Plan to plan transition for their existing and new class. All pupils are identified as requiring intensive, personalised, targeted or universal support (see appendix A).
- Information for all pupils requiring intensive support is shared with parents and individualised plans are put in place where appropriate.
- Teachers meet to discuss pupils at a transition meeting. All teachers complete a record of this meeting (see appendix C).
- Annual tracking of children's progress through interim and end of Key Stage assessments occurs continuously. This data informs the child's next teacher of targets and learning goals for the following year.
- Targets in reading, writing and maths are continued into September.

- All records (SEN and assessment information) are transferred to the new teacher.
- In June, the Senco alerts class teachers to relevant information about the pupils on CPOMs.
- All teachers produce a leaflet explaining expectations and changes for the new year group. This is given to pupils at the end of June and contains key information as well as photos of the staff. It is also published on the school website.
- Teaching assistants meet to discuss and pass on relevant information about pupils. They complete a record of this meeting (see appendix D) and a copy is given to all staff in the new year group.
- The progress of all pupils is discussed at pupil progress meetings towards the end of the summer term. The progress of vulnerable pupils is monitored by senior leaders through the autumn term.
- All pupils are invited to visit their new class for the morning on Hertfordshire Transition Day.
- Pupils requiring intensive or personalised support are invited to an additional transition session during the INSET day in September where possible.
- All parents are invited to new to year group meetings in September.
- Formal meetings occur with all parents/carers during the autumn term.

5. Arrangements for the transition of pupils transferring to year 7

Pupils at Broom Barns transfer to a variety of secondary schools, mostly in Stevenage. All secondary schools have their own unique package of transition support. At Broom Barns, we recognise the importance of smooth transitions and provide transition support to all pupils in the summer term of year 6. The following procedures occur for all pupils leaving to attend secondary school:

- We will facilitate visits from secondary school teachers to year 6 pupils.
- The class teacher (and Senco where appropriate) contacts the secondary school to discuss individual pupils.
- All transition forms are completed by the class teacher and returned to the secondary school.
- Broom Barns participates in the DSPL2 transition programme, identifying and supporting vulnerable pupils with additional transition sessions.
- All records are transferred (usually via CPOMS) to the receiving secondary school.
- Year 6 pupils attend their secondary school for Hertfordshire Transition day.
- All year 6 pupils are given opportunities to research their secondary school website during school time.
- All year 6 pupils complete transition books in June and July.
- PSHRE lessons focus on transition in the latter part of the summer term.

6. Arrangements for the transition of in year admissions

We recognise that changing schools can be both exiting and an anxious time for pupils and their families. The following procedures take place to ensure that moving to Broom Barns is a positive experience for both pupils and their families:

- Individual or group tours are offered to all pupils and their families.
- Parents receive a pack with information about the school and its policies.
- New families complete the additional information form (see appendix E) which is then added to CPOMs. From the information given on the form, a pupil is then rag rated as needing intensive, personalised, targeted or universal support. If intensive or personalised support is required, an individual programme will be put in place by the class teacher and Senco.

- Where appropriate, the class teacher, head teacher or Senco contacts the previous school for further information about the pupil.
- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.
- All child protection, behaviour and SEND records received from the previous school are collated on CPOMs.
- A buddy is identified to help the new pupil integrate.
- All pupils joining the early years receive a home visit before starting at the school to gather information about the pupil and their family.

7. Equality, Diversity and Inclusion

Children and parents are actively involved in all transition processes that take place while at Broom Barns and their perceptions about transition are explored and valued. Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils. Individual plans are putting in place where necessary in consultation with pupil's families and external agencies. We give our pupils every opportunity to achieve their best by taking account of their range of life experiences when devising and implementing school policies and procedures.

Appendix A – Cohort Plan (blank)

		Pupil Names	May	June	July	September
	INTENSIVE SUPPORT					
	PERSONALISED SUPPORT					
	TARGETED SUPPORT					
	UNIVERSAL SUPPORT					

Appendix A – Cohort Plan with examples

		Examples of activities	
	INTENSIVE SUPPORT	All activities below Individual timetable provided Printed social rules Access to quiet areas/spaces in the classroom Individualised written transition plan (to be written in conjunction with parents and Senco)	Individual pupil profile Additional transition session in September Individualised plan in place Transition information to be included in RAMP Transition objects
	PERSONALISED SUPPORT	All activities below Position of seating plan Individual pupil profile Additional individual visits to class/teachers Individual leaflet with photos of staff and environment	Additional transition session in September Social stories Individualised letter detailing adjustments that will be made from new teacher and addressing worries/concerns All individual resources passed on
	TARGETED SUPPORT	All activities below Small group discussion with new staff Application of universal support strategies in smaller groups Transition Circle Time	Map of the new classroom Timetable provided printed Julie Prentice 8 session programme Favourite books in new class
	UNIVERSAL SUPPORT	Class rules Work up on start day Home learning arrangements Q&A session with new staff/exiting pupils Exercise books to be continued in new year group	Transition day Timetable on website Welcome leaflet for class Letter to and from new teacher

Appendix B – Reception and Nursery Home Visit Form

Broom Barns Nursery Home Visit Form

To be completed by the practitioner.

Date of home visit Attendees

It may be helpful to ask the child to get a favourite toy to share with the teaching assistant.

<table>
<tr><td colspan="2">Name</td><td colspan="2">Siblings</td></tr>
<tr><td colspan="2">Preschool</td><td colspan="2">Learning Journal received</td></tr>
<tr><td colspan="4">What does your child like to be called?</td></tr>
<tr><td colspan="2">Who will be bringing/collecting your child?</td><td colspan="2">Parents occupation</td></tr>
<tr><td colspan="4">Does your child have any medical needs?</td></tr>
<tr><td colspan="4">Is there any history of medical needs (met milestones, birth etc)</td></tr>
<tr><td colspan="4">Does your child have any educational needs?</td></tr>
<tr><td colspan="2">Does your child eat a range of food?</td><td colspan="2">Do they have any allergies?</td></tr>
<tr><td>Is your child toilet trained? YES/NO</td><td>Will they need help?</td><td>Toilet wipes?</td><td>Do they have a comforter?</td></tr>
<tr><td colspan="4">Do they have access to internet and devices at home?</td></tr>
<tr><td colspan="4">How well does your child speak? Can others understand them?</td></tr>
<tr><td colspan="4">What languages does your child speak at home?</td></tr>
<tr><td colspan="4">How well does your child mix with other children?</td></tr>
<tr><td colspan="4">How do you think your child will react to being left?</td></tr>
<tr><td colspan="2">What are your child’s likes/dislikes/special interests?</td><td colspan="2">Who is special/important to them?</td></tr>
<tr><td colspan="4">Practitioners comment on home environment Was the child able to get a favourite toy? Are there books available?</td></tr>
<tr><td colspan="4">Religious or cultural beliefs that you wish your child to follow/maintain at school</td></tr>
</table>

Broom Barns Reception Home Visit Form

To be completed by the practitioner.

Date of home visit Attendees

It may be helpful to ask the child to get a favourite toy to share with the teaching assistant.

Name		Siblings	
Preschool		Learning Journal received	
What does your child like to be called?			
Who will be bringing/collecting your child?		Parents occupation	
Does your child have any medical needs?			
Is there any history of medical needs (met milestones, birth etc)			
Does your child have any educational needs?			
Does your child eat a range of food?		Do they have any allergies?	
Is your child toilet trained? YES/NO	Will they need help?	Toilet wipes?	Do they have a comforter?
Do they have access to internet and devices at home?			
How well does your child speak? Can others understand them?			
What languages does your child speak at home?			
How well does your child mix with other children?			
How do you think your child will react to being left?			
What are your child's likes/dislikes/special interests?		Who is special/important to them?	
Practitioners comment on home environment Was the child able to get a favourite toy? Are there books available?			
Religious or cultural beliefs that you wish your child to follow/maintain at school			

Appendix C – Class transition information form

Name/ Photo (Preferred name)	**DOB**	**Family background**	**CP/vulnerabilities**	**SEN/barriers to learning**	**Adjustments you make in teaching – what works well**	**Interventions this year**	**Medical (history and ongoing)**	**Attain-ment**	**Other comments**
Mickey Mouse		Mum can't read. PPG Accessed 2-year funding.	Previous CP – outreach from children's centre. ST involved.	Doesn't sit still – constant good listening reminders in ALA and CIL.	Sit near teacher, carpet spot, visual reminders (good looking etc). Read all letters to mum.	ETB Targeted phonics teaching Double GR	Asthma Previous persistent urinary tract infections.	Potential for GLD as able child – need to focus on listening and attention.	Brother has disability so potential carer. Mum needs support with parenting and boundaries set. Obsession with other member of class (Minnie Mouse).

Appendix D – TA transition meeting record

Broom Barns Primary School

TA Record of Transition Meeting

Please complete this for any pupils discussed. All pupils who will be transitioning in Reception and Nursery should be discussed. In years 1-5 all pupils who require additional support should be discussed.

Current year group	Meeting attendees	Date
Pupils who require targeted support		
Names	Support in place	Comments/additional information
Pupils requiring individualised support		
Names	Support in place	Comments/additional information
Additional concerns/events that have happened this year *i.e. divorce, new baby, moving home, moving into care etc.*		

Appendix E – In year admission additional information form

Broom Barns Primary School Questionnaire

Dear Parents/Carers,

We are looking forward to welcoming your child to Broom Barns Primary School. To make the process of joining our school as smooth as possible, we would like to learn as much as we can about your child. To help us with this, please could you complete the form below and return it to us as soon as possible.

Child's full name:	
What do they prefer to be called?	

Family and Home	
Does your child have any brothers or sisters? What are their names and ages?	
Who else lives in the same house as your child?	
Who will be bringing and collecting your child from school?	
What festivals or special events does your child celebrate? For example, Christmas, Diwali, Eid	

Medical Information	
Does your child have any past or ongoing medical conditions? Please provide further information.	
Do you have any concerns about your child's communication or speech? Have they been referred to a speech therapist?	
Does your child have any concerns about their eyesight or hearing? Do they wear glasses?	

Educational History	
What is the name of your child's most recent school?	

Where is this school?	
Have they been to any other schools?	
Do you have any concerns about their learning? Do they have any educational needs?	

Self-Care and Independence	Please let us know how your child copes with the following self-care tasks. Please indicate whether they are able to complete each task independently or whether they require support.
Toileting	
Using a knife and fork	
Eating school dinners	
Dressing and undressing	

Is there anything else that you would like to tell us about your child?

Thank you for your help. If you have any further questions, please speak to a member of staff.

Signed: Signed:

Class Teacher Parent/Carers

Date: